

**IMPROVING STUDENTS' SKILLS OF WRITING EXPLANATION TEXTS
THROUGH PICTURE SERIES FOR THE GRADE XII STUDENTS OF SMA
NEGERI 2 SLEMAN IN THE ACADEMIC YEAR OF 2013/ 2014**

A THESIS

Submitted as Partial Fulfillment of the Requirement for the Attainment of the Degree
of a *Sarjana Pendidikan* in English Language Education



By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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YOGYAKARTA STATE UNIVERSITY
2014**

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Approved on January , 2014

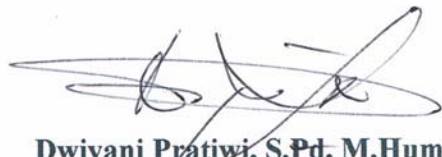
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A THESIS




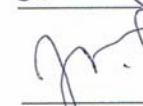
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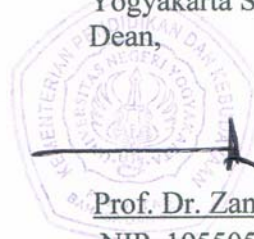
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Menyatakan bahwa skripsi ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, skripsi ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan penulisan karya tulis ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 24 Januari 2014

Penulis,



Nurika Desitawardhani

DEDICATIONS

This thesis is dedicated to:

My beloved mother and father

My beloved sister and brother

My self

My true friends

MOTTOS

Lakum diinukum waliyadiin (Al-Kafiiruun: 6)

A good attitude will make a big difference. (Anonymous)

There are only two ways to live your life. One is as though nothing is a miracle. The other is as though everything is a miracle. (Allen Saunders)

Yesterday is history, tomorrow is a mystery, today is a gift of God, which is why we call it the present. (Albert Einstein)

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My sincerest gratitude goes to my beloved mother and father who are always praying and staying there in my good and bad times. I thank them for teaching me about patience and optimism and for always reminding me to worship Allah SWT. And also for my beloved sister and brother for supporting me in every condition.

I also thank my friends in class H of PBI '09 (Arista, Novia, Nana, Yanuar, Fahmi, Dewi, Rara, Rizka, Vera, Ratna, Mawud, Pakdhe, Wisnu, Trimbil, Cecep, Anggi, Sondang, and Tridar) and the other friends that I cannot mention one by one for their prayer and moral support. I thank them all for the memories we have made.

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I realize that this writing is still far from being perfect. Therefore, all criticisms and suggestions are appreciated. However, I hope this writing gives contributions for the field of study, especially for the English teaching and learning.

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ABSTRACT

This study was aimed at improving the students' writing skills of the Grade XII Science 1 at SMA N 2 Sleman through picture series. Based on the preliminary observation, there were some problems in the teaching and learning process of writing. They deal with students' writing skills related to students' participation, motivation, ability in generating and developing the idea, vocabulary, grammar, sentence structure, punctuation, and capitalization. The solution for these problems was applying picture series with the various tasks in the teaching and learning process.

This actions research consisted of two cycles. Each cycle had three and two meetings respectively. The subjects of the research were the students of Grade XII Science 1, the English teacher and the researcher. The data collection techniques were observation, interview and tests. The data were in the forms of field notes, interview transcripts and scores of pre – and post – tests. The data were analyzed qualitatively and quantitatively. The researcher analyzed the qualitative data through three steps: 1) reducing, 2) displaying, and 3) verifying the data. In this research, there were two ways employed in analyzing the quantitative data: 1) mean value and 2) standard deviation. The validity of the research was accomplished by adopting five criteria of validity: 1) democratic validity, 2) outcome validity, 3) process validity, 4) catalytic validity and 5) dialogic validity.

The result of the research shows that the use of picture series and the supporting materials improved the students' writing skills. Based on the qualitative data, the students could develop their ideas to produce an explanation text with better vocabulary, sentence structure, punctuation, and capitalization. They also enthusiastically joined the teaching and learning activities. Furthermore, their involvement in writing improved because the series of pictures could attract the students' attention. Based on the quantitative data, the students' mean value for the writing skills improved. In the pre – test, the students' mean value was 48.36. Then, after Cycle 1 (post – test 1), the students' mean value of post – test 1 was 67.70. At last, after Cycle 2 (post – test 2), the students' mean value in the post – test 2 was 77.50.

CHAPTER I

INTRODUCTION

A. Background of The Problem

English as a foreign language has been taught as a compulsory subject in all senior high schools in Indonesia. The aim of its teaching and learning process according to curriculum is to develop students' communicative competence in reaching the informational level which is already prepared for senior high school students to access information. Since language plays important role as a means of communication, students need to master the four language skills namely listening, speaking, reading, and writing. So that the students are able to comprehend and produce spoken and written texts.

Writing as one of the language skills is very important for some reasons. The first reason is that writing is important for senior high school students to communicate or share information and idea such as to write letter or to compose stories. Secondly, writing helps the students to prepare the global competition for their future, for example to get a job in a foreign country. Furthermore, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It may well provoke language development of the students because they think as they write.

Though writing is important for students, it is not an easy skill to master. As Richards and Renandya (2002: 303) state, writing is the most difficult skill to master for second or foreign language learners. The difficulties are not only in

generating and organizing the ideas, but also in translating those ideas into a readable text. That statement is also supported by the Standard of Competency and Basic Competence of curriculum 2006 of English learning. According to the curriculum, the writing skill is placed in the last part after three skills namely listening, speaking, and reading. It can be said that the learners have to apply everything that they have got in the three stages before. So, writing can not be learnt spontaneously.

One scope of English learning at senior high schools is that students can understand and produce a short functional text and short essays in the form of certain text types. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review (Depdiknas, 2006). In this research, the researcher focused on improving students' ability in writing an explanation text because it is one of the texts which should be mastered by the twelfth grade students. The researcher also realized that writing an explanation text was not an easy thing to do. Through this research, the students were expected to be able to produce explanation texts appropriately.

According to the previous explanations, the students have to master writing skill. However, based on the observation and interview conducted in SMA Negeri 2 Sleman, especially in Grade XII of Science 1, the researcher found some problems related to teaching and learning writing in the field. The problems are explained as follows.

The first problem was monotonous activity. Generally, the variation of classroom writing activities that could encourage students' motivation in SMA Negeri 2 Sleman was limited. It was proven by the unvaried media like pictures or videos that the teacher used in teaching process. The next problem came from the students. The students said that they did not understand some components of an explanation text such as the generic structure and the language feature of the text. They informed that they did not really know how to produce an explanation text. In addition, the students still found difficulties to generate and develop the idea. They were confused about what they would write. It happened because usually they were only given an example of functional text. After that, they should write or produce their own text with limited guidance. Their problems were also related to spelling, punctuation marks, vocabulary, and grammar.

By looking the problems above, the researcher applied media as a means to overcome the obstacles found in the field. According to Harmer (2008) media can effectively help students to improve their writing skills. One of media that can be used to improve the students' writing skill is pictures. In this research, the researcher used picture series to improve the writing skill of the students. According to Wright (1992), picture series has two advantages. First, picture series is very useful to help the students retell or understand something since they can represent places, object, and people. Second, picture series helps the students to understand general context. The use of picture series was expected to solve the problems and to improve the writing skill for the students.

B. Identification of The Problem

To identify the existing problems in the field, the reasearcher observed the English teaching and learning process in Grade XII Science 1 of SMA N 2 Sleman. The researcher observed the teacher, the students, and the situation during the teaching and learning process. Then, she interviewed the teacher and students there to get more supporting data. After doing that, she gained information about the sources of the problems. The problems are described as follows.

The first problem was related to the teacher. Generally in teaching writing, the teacher must have four competencies to teach. They are technical competency, pedagogical competency, interpersonal competency, and personal competency (Brown, 2001: 430). However the researcher found some problems related to pedagogical and personal competency based on the observation conducted in SMA Negeri 2 Sleman. In pedagogical competency, the teacher must be able to decide the best technique and media that will be used in the teaching and learning process. She must be able to make the lesson plan and manage the class. In fact, the teacher rarely combined the teaching process with any interesting media like picture or video. Most of the activities of writing were dominated on using LKS. Therefore, the teaching and learning process seemed to be monotonous.

The next competency is personal competence. The teacher should have a good quality in terms of their commitment, their moral, and their professionalism in teaching. Moreover, she has to be able to maintain an inquisitive mind in trying out new ways of teaching. According to the observation, the researcher found that

the teaching and learning process was teacher-centered. The teacher's style in teaching was dominant. Hence, the teaching and learning process of the students was less active.

The next problem was related to the students. Based on the observation, the researcher found that the students showed low motivation to learn. It could be seen from their attention to the teacher's explanation. When the teacher explained in front of the class, some students did not pay attention but they had unnecessary interaction with others. In addition, they still had difficulties on applying grammar, lacking vocabulary, and generating idea. The grammatical problem was related to the use of tense. According to the interview, the students were still confused in applying the tense in their writing. In addition, they told that they found difficulties in generating and developing the ideas in composing the text. Another problem faced by the students in writing was the lack of vocabulary. In observation, the researcher found that the students met difficulties in completing the task with the appropriate words.

The third problem that the researcher found in the field was related to the method. Method is directly related to the teaching and learning process because it influences the students' learning mastery. Referring to the observation, the researcher found that the method applied in teaching and learning process was less attractive due to the domination of the teacher. Hence, the students were passive in the teaching and learning process because the teacher explained the materials taught too often rather than allowed the students to practice.

The last problem that the researcher found in the field was related to the media. From the observation and interview with the teacher and the students, the use of media in teaching and learning writing skill was limited. The school facilities like LCD were not available in every class. So, in delivering the materials, the teacher always used LKS. It made the students less enthusiastic and interested in learning writing. Furthermore, the teacher did not use various media like picture to encourage the students in teaching and learning process. Thus, it made them look so bored to attend the lesson.

Based on those found problems, there must be new formulas as a solution of the problems to improve students' writing skill. The researcher worked collaboratively with the English teacher to overcome the problems through picture series with a combination of vocabulary lists in the form of rubric. Picture series is a visual media that consists of sequenced pictures and rubrics is a list of vocabularies related to the pictures. Through this activity, the students were expected to be able to generate and to develop their idea through the series of pictures about how something happened. The pictures could stimulate the students about what they want to write. Pictures could be good guidance for them when they get stuck in finding and developing ideas. Then, the rubric of listing vocabularies was hoped to help the students when writing based on the pictures. Those must help them in composing an explanation text.

C. Limitation of The Problem

In reference to the problems above, it was impossible for the researcher to deal with all the problems because of limited time. Considering the urgency of the problems and the ability of the researcher, she focused on improving the students' skills of writing explanation text especially in five aspects of writing namely content, organization, vocabulary, language use, and mechanic. Through this research, the researcher also focused to improve the students' motivation and participation during the actions. By implementing the visual media in Grade XII Science 1 of SMA Negeri 2 Sleman, teachers and students were expected to achieve the goal of the teaching that was producing explanation text appropriately. In this study, the researcher intended to know how picture series as visual media could be used to improve the students' skills of writing explanation text.

D. Formulation of The Problem

Based on the background of the study, identification of the problem, and limitation of the problem, the problem of this study could be formulated as follows: How can picture series be implemented in the teaching and learning writing explanation text to improve Grade XII students' writing skills at SMA Negeri 2 Sleman in the academic year of 2013/2014?

E. Objective of The Research

Based on the formulation of the problem, the objective of this study was to improve Grade XII students' writing skills in producing an explanation text at SMA Negeri 2 Sleman through picture series.

F. Significance of The Research Findings

This study is expected to be beneficial for:

1. English teachers in SMA N 2 Sleman that the findings of this study hopefully can be a valuable source of information to improve the quality of English teaching and learning process.
2. Other teachers in SMA N 2 Sleman that the findings of this study hopefully become one of useful references used to improve students' learning achievement.
3. Other English teachers that the results of this study can be references for other English teachers in solving their problem on how to improve their students' writing skills..
4. English education students of Yogyakarta State University that the results of this study hopefully become one of considerable reading materials to enrich their reference in writing their thesis.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

This study focused on the implementation of picture series to improve the students' writing ability in explanation text. To strengthen the framework of the study, the researcher discusses some relevant theories which are related to the study in this chapter. It is divided into theoretical description, relevant studies and conceptual framework. The theory of writing, teaching writing, media and picture series will be highlighted in this chapter.

A. Theoretical Description

1. Theory of Writing

a. The Nature of Writing

One of the most important skills that foreign language students need to develop is writing. It is the last stage in learning language after listening, speaking, and reading. In other words, it can be said that writing is an indicator of their achievement in learning language. Before they write, they should be able to listen, to speak, and to read. Writing skills are different from other skills like speaking and listening. Brown (2001: 334) states that trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.

Writing belongs to productive skills rather than receptive one. It produces a message to communicate. Spratt, Pulverness, and Williams (2005: 26) state that writing and speaking belong to productive skills. They say that

speaking and writing produce language rather than receive it. It means that in writing, an output will be needed as an indicator that students have learned and understood the skills. It is clear that the output of writing skills can be written stories, letters, or other text types.

Another linguist states that writing is a complex skill because it is the last output after students learn several acts continuously. Wallace (2004: 15) states that writing is the final product after students learn several stages of writing separately before. Those stages are note-taking, identifying a central idea, outlining, drafting, and editing. Before the students can produce a good writing, they need to pass many subskills. If they do not master it, it will be difficult for them to share their ideas to their teacher or their friends in a written form.

Writing becomes more complex because it does not only put the idea into a paper but how the written text can be understandable by paying attention to some aspects to create a good written text (Westwood, 2008:56). The nature of writing can also be defined as physical and mental activity that is aimed to express and impress (Nunan, 2003:88). It can be categorized into physical activity because a writer is required to be able to do the act of committing words or ideas. As a mental activity, the activities of writing focus more on the act of inventing ideas, thinking about how to express and organize them into clear statements and paragraphs that a reader can understand easily about the ideas of the written works.

In relation with the definition of writing proposed by Nunan, Brown (2001:335) writes that writing is a written product of thinking, drafting and revising that require specialized skills on how to generate ideas, how to organize them correctly, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final project. From those explanation, we can conclude that some stages in writing process proposed by Brown involve the act of physical and mental, for example how to generate ideas and how to organize them correctly.

b. Process of Writing

Writing is a process of producing ideas into a written form. There are some steps that students should pay attention to produce a good writing. A good writing means good in terms of language, content, purpose, and referred reader. According to Richard and Renandya (2002: 316), the process of writing has four basic writing stages, they are planning, drafting, revising and editing.

1) Planning

In this stage, the students should decide what they will write. In planning to write, the writers have to consider about three main issues. They are the purpose of their writing that deals with the language they use and the information they choose. Next is about the reader that will probably read

because it can affect the shape of writing. The last is the content of structure; it deals with generating their ideas in writing.

2) Drafting

The second stage of writing process is drafting. The students will focus on fluency of writing without paying much attention in grammatical accuracy. They are also encouraged to deliver their message to other, for example with their peer or classmates.

3) Revising

In this stage, the writers usually read through what they have written before. They may find some errors in their writing, such as: the order of information is not clear enough and the meaning that will be delivered to the reader is still ambiguous. If there are still some errors in their writing, the students should revise it. So, the ideas of their writing are clearer for the reader.

4) Editing

In the last stage, the students are engaged in tidying up their writing as they prepare the final draft to be evaluated by the teacher. The main activities of this stage are that the students edit their mistakes in grammar, punctuation, spelling, and vocabulary.

From the explanations above, we can conclude that every step cannot be separated each other because it can give beneficial process for the students in producing their writing. In producing a good writing, the students also need a motivation from the teacher. The teacher should encourage the students to

create the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

c.Aspects of Writing Skill

There are three aspects of writing skill that have to be outlined in this discussion. The first aspect is about micro and macro skill of writing, the second is mechanical and components of writing and the last is cohesion and coherence of writing.

The first aspect is micro and macro skill of writing. Brown (2001: 342-343) states a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. The micro skills apply more appropriate to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing. Micro skills of writing mentioned by Brown are producing graphemes and orthographic patterns of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and use appropriate word order patterns, using acceptable grammatical system (e.g., tense, agreement, patterns, and rules); expressing a particular meaning in different grammatical forms, and using cohesive devices in written discourse.

Meanwhile, macro skills of writing have other components, such as: use the rhetorical forms and conventions of written discourse; appropriately accomplish the communicative functions of written texts according to form

and purpose; convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meanings when writing; correctly convey cultural specific references in the context of the written text; develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting, peer and instructor feedback, and using feedback for revising and editing (Brown, 221:2004).

In conclusion, we can say that the earlier micro skills apply more appropriate to imitative and intensive types of writing performance in which they tend to describe about the mechanical of writing and at the level of word, such as cohesive devices, past verb, and etc. On the other hand, the macro skill covered wider areas of writing, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning writing, etc. Thus, it is not only about a word but it is about the whole written text.

Mechanical components are the second important matter of writing. Strakey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation, and capitalization. Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts speech, the structure of the language and its rhetorical devices, and knowing how to write comprehensively are what

writing requires. Capitalization and punctuation marks are integral parts of written English. Murray and Hughes (2008: 185) state that a well punctuated and capitalized piece of writing should make your work easier to read and understand and make a more favourable impression on your readers. Similarly, spelling is an important aspect in writing because it is an aspect that teachers focus on when evaluating students' work. Correct spelling gives one's work credibility. Not only will the reader know that one is educated, but also that he is careful about his work.

The last aspect of this discussion is about cohesion and coherence. The two aspects have an important role in writing process and cannot be separated each other. According to Richard (2007:21), sentences also need to be cohesive and the whole text needs to be coherent. Thus, students also have to be supplied with the knowledge of cohesiveness and coherence. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in a structure of the text surface. According to Harmer, there are two types of cohesion. They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Murray and Hughes (2008: 45) notice that a good writer is the one who sticks his ideas together as links in a chain, each link connecting the one before it with the one after. If any links are missing, the connections become unclear and the argument structure breaks down.

In summary, the micro and macro skill of writing, mechanical components of writing, and cohesion and coherence of writing are important aspects of writing. All of them have contributions in producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their students' writing works more accessible.

2. Teaching Writing

a. The Roles of Teacher in Writing

One of the importance issues in teaching writing is the role of teacher to improve students' ability in writing. That is to say, the teacher's main role is facilitating the learning task and helping students produce well structured compositions by teaching them a step by step process approach. Ken Hyland (2003:10) states that the process approach to teaching writing emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teacher should do to help the learners perform a writing task. The teacher should have various strategies in teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing.

In addition, teaching is not just transferring the knowledge activity but it is aimed at the behavioural change. Kimble and Garnezy in Brown (2000:7) state that learning is a permanent process of the change in behavioural tendency and a result of reinforced practice. So, the teacher

should make sure that the students can get the beneficial of the learning to their future life.

In relation to teacher's roles in writing process, Harmer (2007:261-262) mentions some information about teacher's roles in teaching and learning process of writing. They are:

1) Motivator

In teaching writing, the teacher has to be able to be a motivator for the students. The teacher should motivate the students by arranging the interesting learning task, creating a nice learning atmosphere, supporting students as they grow in their writing abilities, and encouraging the students to do their best in their writing so the students can get the optimal achievement.

2) Resource

Besides being a motivator, the teacher should be able to give information and language needed by the students. The teacher should ensure the students that he/ she will always give them advice and suggestion in their writing process. The teacher also must facilitate the students by giving the exercise of writing skills.

3) Feedback Provider

Being a feedback provider, a teacher should respond positively and encouragingly to the content of what the students have written. When offering correction, the teacher should choose what and how much to focus on based on what students need at the

particular stage of their studies and on the tasks they have undertaken.

As summary, teachers hold importance roles toward the students' success in learning writing so they have to be responsible in guiding and facilitating the students' writing by being good motivators, resources, and feedback providers.

b. Types of Classroom Writing Performance

According to Brown (2001, 343-346), there are five principles categories of classroom writing performance such as imitative writing, intensive writing, self- writing, display writing, and real writing. They are explained as follows:

- 1) Imitative or writing down which leads students to simply write down English letters, words, or sentences in order to learn the conventions of the orthographic code.
- 2) Intensive or controlled which loosens the teacher's control but still offers a series of stimulators. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. is note taking
- 3) Self –writing which leads students to write in an element of display writing or writing with only the self in mind as an audience. The activities of this category in classrooms are note- taking, diary, and journal.

4) Display writing which leads students to to write in an element of display writing. Written exercises and short answer essays are the examples of activities in this category.

5) Real writing which aims to communicate a message to an audience. This type of writing performance can occur in the academic, vocational or technical, and personal scope.

Every beginner writer starts to write from the basic activity such as imitative writing. This kind of activity gets the students to make letters, words, and simple sentences. The next is intensive writing which focuses on grammar, vocabulary, or sentence formation, and not necessarily to convey the meaning. Then in next levels, the students are allowed to produce their written products in the form of texts of several pages which require better skill than the previous ones.

c. Principal for Designing Writing Technique

According to Brown (2001:346-348), there are a number of specific principles for designing writing techniques. They are:

1) Incorporate practice of “good writers”

Teachers should consider the various things that efficient writers do and their technique should include some of these practices. For example, good writers should focus on a goal or main idea in writing, let their first ideas flow onto the paper, follow a general organisational plan as they write, utilize feedback on their

writing, revise their work efficiently, and patiently make as many revisions as needed.

2) Balance process and product.

Because writing is a composing process and usually requires multiple drafts before an effective product is created, teachers should lead the students through appropriate stages in the process of writing. This includes careful attention to teacher's own role as a guide and as a responder. At the same time, the teachers should not get so caught up in stages leading up to the final product that lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure the students see that everything leading up to this final creation was worth the effort.

3) Account for cultural/ literacy background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students native traditions and those that the teacher are trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4) Connect reading and writing.

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant

types of text, students can gain important insight both about how they should write and about subject matter that may become the topic of their writing.

5) Provide as much authentic writing as possible.

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class, writing a script for a skit or dramatic presentation, writing a resume, writing advertisements-all these can be seen as authentic writing.

6) Frame your techniques in terms of pre writing, drafting and revising stages.

In teaching writing, the teacher should use the writing process that can be put on pre-writing, draft writing, and revising. The pre- writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a topic or question and free writing. In addition, guided tasks are necessary to help students plan what they want to write. In drafting and revising, students must be reminded that what they write in drafting is not a finished product that is considered unchangeable, but it is flexible. Moreover they are

really suggested to involve in collaborative writing. They work in pairs or groups to share ideas that contribute to the success of the final product. The way of giving responses also has to be planned, whether the teacher has full autonomy or it also includes peer responses.

Therefore, as a productive skill, writing must be taught in a comprehensive way. Langan (2008: 13) suggests that writing should be considered as a skill so that it can be learned like other skills such as driving and swimming. It means that a lot of practice will make a better writing. In other words, writing is something that can be learned. Thus, to be a good writer, the students must do a lot of practice.

d. Assessing Students' Writing

Teachers who recognize the importance of writing as a learning tool understand that writing will help the students to connect their thoughts and communicate with others. Regarding to that point, the researcher realizes that the most important part to know the students' writing ability is from their writing products. It can be assumed that if the students have a good writing ability, their writings also will be good and vice versa. So, the teacher has to be able to assess students' writing in an appropriate way. However, to assess students' writing product is not a simple thing to do. Urquhart & McIver (2005:26) argue that the most time- intensive part of teaching writing is assessment. Miller (Urquhart & McIver, 2005: 27)

defines that assessment as gathering information to meet the particular needs of a student.

1) How to assess

The teacher has some responsibilities to the success of the students' writing. The first responsibility is to provide opportunities for writing and encouragement for students who attempt to writing. The second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to students' needs, and giving careful feedback that will correct students' mistakes in writing.

2) Rubrics

Teachers need to use an appropriate tool which helps them in assessing students' writing performance. Rubric is an important tool to be prepared by the teachers to give an objective score. Urquhart & McIver (2005: 31) argue that rubrics are very effective assessment tools because they describe specific levels of performance. Besides, rubrics also explain the students' performance clearly. Research also supports using rubrics because they clearly communicate expectation for both teaching and learning.

There are four main types of rubrics, those are holistic rubrics, analytic rubrics, primary trait rubrics, and multi- trait rubrics.

However, in this study, the researcher only presents two of them; holistic rubrics and analytic rubrics.

a) Holistic rubrics

It assigns a level of performance by assessing performance across multiple criteria as a whole. The emphasis in holistic rubrics is on what a student does well. Weigle (2002: 112) argue that holistic scoring has an advantage to focus on the students' attention on the strengths of their writing, not on their deficiencies.

However, holistic scoring also has a disadvantage in the term of interpreting the scores. It is because in holistic scoring, raters do not use the same criteria to arrive at the same score. This idea is supported by Weigle's explanation. According to Weigle (2002: 114), holistic scoring also has a disadvantage in which it is not always easy to interpret, as raters do not necessarily use the same criteria to arrive at the same scores.

b) Analytic rubrics

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimension for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is

scored separately, and then dimension scores are added to determine an overall score. Weigle (2002:114) states that in analytic scoring, scripts are rated on several aspects of writing or criteria rather than a single score depending on the purpose of the assessment.

Analytic rubrics provide more detailed information about students' writing ability because when using analytic scoring, teachers use different aspects, such as: content, organization, mechanics, or grammar that can be information about the students' writing ability.

3) Point to be assessed

The writing aspects are aspects which were assessed in this research. The writing aspects include content, organization, vocabulary, language use, and mechanics. In the content aspect, the students' writing should relevant to the points of the text that is used. It also should match the purpose of explanation text. Then, in the term of organization aspect, it should be well- organized. Then, in vocabulary aspect, the students' should choose the appropriate words to make the sentences. While in terms of the language use, it should show few errors of agreement, tenses, articles, pronouns, and prepositions. The last, in mechanics aspect, it should demonstrate mastery of conventions which shows few errors of spelling, punctuation, and capitalization.

3. Teaching Writing in Senior High School

a. Writing in Senior High School

The focus of teaching English in senior high school is to achieve informational level, since the students are prepared to continue their study to a higher education level. From what is described in BNSP (Badan Standar Nasional Pendidikan), the aims English lesson in senior high school are:

- 1) Developing communicative competence in oral and written form to achieve the level of informational literacy
- 2) Having awareness about the nature and importance of English to improve the nation's competitiveness in the global community.
- 3) Developing an understanding of students about the relationship between the languages with culture.

In fact, writing in senior high school has several rules. Those rules are based on Standard of Competency and Basic Competences of English (curriculum of English) for Senior High School. In this case, the researcher collected the research data at SMA Negeri 2 Sleman which dealt with the curriculum that is used in standardized school. She focused on Grade XII in the first semester. The Standard of Competency and Basic Competences of writing for the Grade XII in the first semester is presented below.

Table 1: **Standard of Competency and Basic Competences of Writing Skill for Senior High School Students at the Grade XII Semester One**

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Menulis</i>	
6. <i>narrative, explanation dan discussion secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</i>	<p>6.1 <i>Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</i></p> <p>6.2 <i>Mengungkapkan makna dan langkah retorika dalam teks monolog dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, explanation, dan discussion.</i></p>

From the table above, the researcher can conclude that the standard of competency of writing in senior high school is producing the meaning of simple writing production related to several text types in written form in the context of daily life and academic purposes to interact with the environment. In this case, the researcher focused on one text type that was explanation text.

The important case of teaching writing in senior high school is also about the students' age range. The age range of students in senior high school is between fifteen and eighteen that is also called as puberty (Brown, 2001:91). It makes them categorized into teenager learners who are in the age of transition, confusion, self-consciousness, growing and changing bodies and minds. They also have developed their attention

spans as the result of their intellectual maturation but those can be easily shortened since there are many diversions within teenagers' life.

As the result, the characteristics of teenagers stated previously will become teachers' concerns in teaching their students. According to Brown (2001:92), one of the most important concerns of the secondary school teacher is to keep self-esteem high by 1) avoiding embarrassment of students at all costs 2) affirming each person's talents and strengths 3) allowing mistakes and other errors to be accepted 4) de-emphasizing competition between classmates, and 5) encouraging small-group work where risks can be taken more easily by a teen.

In summary, the teaching of writing focused on the explanation text. The decision was based on the standard of competency and basic competence of the Grade XII in the first semester. The teaching of writing also focused on the psychological condition of the students. Thus, the teaching of writing can be done effectively.

b. The Genre Approach (Text-Based Syllabus Design)

In daily life, people cannot be separated with the text. When people are having a communication, they are producing a text. When they read or listen something, people try to grasp the information from what they read or listen. Thus, the text should be understandable. Text are where the symbols of language (both spoken and written), meaning (implicit and explicit), the knowledge and understanding of speakers, listeners, readers and writers all comes together. Linguist defines the word "text" as the

stretch of corrected spoken or written language that is capable of being discussed and analyzed as a single entity. (Eyres: 111)

Text is needed to be taught in school. The text-types that the students study in school need to be linked and contextualised with the topics or real-life social activities which have direct relevance to student needs. According to Feez and Joyce (1998: 85- 86) in *the Certificates in Spoken and Written English* there are following families of text types. The families of text types are presented in the next page.

Table 2: **Families of text types**

Types of the Text	Texts
Exchanges	Simple exchanges relating to information and goods and services Complex or problematic exchanges Casual conversation
Forms	Simple formatted texts Complex formatted texts
Procedures	Instructions Procedures Protocols
Information texts	Descriptions Explanation Reports Directives Texts which combine more than one of these text-type
Story text	Narratives Recounts
Persuasive texts	Opinion texts Expositions Discussion

Applying the genre approach is really closely related to text-based syllabus design. Text according to Feez and Joyce (1998: 04) is enlarging a language which is conducted together through meaning cohesively. Meanwhile, syllabus is a plan for a course that is constructed explicitly and coherently. It is considered as a map for both students and teachers containing topics, themes, and materials even for each meeting. By having this guide, both students and teachers can prepare well before the course is begun. A syllabus is usually built by teachers involving students to give their ideas. Finally, text-based syllabus is a course plan containing topics, themes, and materials even for each meeting that is based on texts which cover how language is structured and how it is used in social context to be meaningful.

One widely accepted classroom application of teaching English using the genre-based approach is the “teaching and learning cycle” or also referred to as “the curriculum cycle”. According to Feez (2002: 27), there are five stages of teaching and learning cycle. There are Building Knowledge of the Field, Modelling of the Text, Joint Construction of Text, Independent Construction of Text, and Linking Related Text. However, in this research, the researcher only used four stages that was adapted based on the curriculum used in Indonesia. It aims to provide support for learners as they go through each stage of the cycle.

1) Building Knowledge of the Field (BKOF)

This stage focuses on building up a shared experience and cultural context about the topic of text. The interactions mostly happen between teacher and class, and students and students. The focus is on the content information and the language of the genre of the text that is going to be used. It particularly focuses on controlling relevant vocabularies and grammatical patterns of the particular genre.

2) Modelling of the Text (MOT)

This stage focuses on introducing particular genre through a model of text that deals with the field that the students have already explored in the stage of building knowledge of field. Through the model of the text, the teacher and the students work together exploring the cultural context, social function, schematic structure, and linguistics features of the text by using spoken language to focus on written text.

3) Join Construction of Text (JCOT)

In this stage, when students are already familiar with all of the features of a particular genre, teacher and students work together to construct texts that are similar to the text that have already been learnt in the previous stage. In constructing the text, attention should be paid to the schematic structure, linguistic features and knowledge of the field of the text.

4) Independent construction of Text (ICOT)

In this final stage, students are ready to work independently to produce their own text within the chosen genre. Teacher can let students to work on their own. In other words, teacher should minimize their support, scaffolding and interference on students learning process. It will provides students with the opportunity to show their ability to create a text that has schematic structure, linguistic features and knowledge of the field in accordance with the genre that is being studied.

4. Media in Language Teaching and Learning

Media has an important role in teaching and learning process. The teachers need to use a various types of media to help them teach more effectively. The media also brings the significant role in the success of teaching and learning for both teacher and student to cope with the gap between teachers' explanation and students' understanding.

The media can be in the forms of audio recordings, video recordings, television, printed materials, real objects, computer programs, and etc. All of them are included in the instructional media because they provide messages with an instructional purpose which is to facilitate communication in the learning process.

Smaldino at el (2005:9) mentions six media used in learning and instruction. They will be explained as follows:

- a. Media is alphanumeric characters that are displayed in various types of formats. It can be in the form of book, poster, chalk board, and computer screen.
- b. Another media used is audio. Audio refers to the learning media that cover everything that we can hear. It can be in the form of a person's voice, music, mechanical sound, and etc.
- c. The third type of media is visual. Visuals are highly used to promote learning. They will include diagrams on a poster, drawing on chalkboard, photographs/ pictures, graphics in book, cartoons, and so on.
- d. Another media is motion media. They are media that show motion including video-tape, animations, and so on.
- e. Manipulative are three dimensional media and can be touched and handled by the students.
- f. The last type of media proposed by Smaldino at el is people. The media includes teachers, students or subject-matter experts.

One of the visual media commonly used in the teaching and learning process is pictures. Smaldino at el (2005:240) states that pictures are photographic representations of people, places and things in the form of two dimensional that sometime in the form of sequential pictures. Pictures are kinds of visual instruction materials might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.

Through pictures, people are able to reach outside their minds. Pictures that they can see always lead to the reality of their minds. But the realities that have been presented by pictures depend on the types of the pictures. According to Betty Morgan Bowen (in John Pread, 1988: 12), there are some types of pictures as their shapes:

- a. Wall charts
- b. Wall picture is simply a large illustration of scenes or events. It is usually to be used with the whole of class.
- c. Sequence picture is a series of pictures of a single subject. The function is to tell a story or a sequence of events.
- d. Flash cards consist of word flash cards and picture flash cards

The utilization of picture as media in teaching writing has some benefits. Following are some opinions concerning with the advantages of using pictures. According to Vernon, S. Gerlach (1980: 277):

- a. They are inexpensive and widely available.
- b. They provide common experiences for an entire group.
- c. The visual detail makes it possible to study subject, which would turn back to be impossible.
- d. They can help you to prevent and correct disconcertion.
- e. They offer a stimulus to further study, reading and research visual evidence is power tool.
- f. They help to focus attention and to develop critical judgment.
- g. They are easily manipulated.

5. Picture Series

A picture is an illustration of picture that can be used as two dimensional representation of person, place or thing (Rivai and Sudjana, 1991: 12). It means that picture is one of the media of communication that can show people, place and thing that are far from us. Pictures are used to help people cope with memory, language, or speech deficiencies (Graber et al: 2006). In other words, pictures can describe more than the oral communication.

As stated in the previous section, there are various types of picture used in the English teaching and learning and one of them is picture series. A series of pictures is a sequence picture of a single subject that is aimed to tell a story and also a sequence of events. Yunus (1981:49) states that a picture series is a number of related composite pictures linked to form a series of sequences. Hence, its main function is to tell a story or sequence of events.

To support the previous statement of picture series in the teaching and learning process, Harmer (2002:69) states that there is various number of writing tasks that students can be asked to undertake. One of them is giving students a series of pictures which tell story and they have to write a story based on the pictures. He then adds that giving the students sequence picture as the writing task will incite them to be creative writers.

Besides, pictures which are arranged orderly can help the learners to generate ideas, create good chronological order and organize the text.

Picture series usually varies from three up to ten pictures. It can be used to challenge or to encourage students to tell stories (Wright, 1992: 68). With using this kind of media, the researcher believed that it could help the students to compose an explanation text.

In this research, the researcher combined the picture series with the rubrics in order to help the students write the text. Rubrics can include the list of vocabulary or structure that students need to use while writing (Kayi, 2006). In this research, the students were asked to tell the process of something happened in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. The using of rubric in this research was expected in helping the students to produce explanation text.

Using picture series in teaching writing has some benefits. The first advantage of using picture as a media is that it will make the students interested in learning writing. Then, it can stimulate the students to get the idea of what they want to write. It will also help the students in expressing the ideas they have in mind become more readable. Another benefit of using picture series is that it can improve the students' motivation to learn writing.

6. Explanation Text

Anderson and Anderson (1997: 80) state that the explaining text type tells how or why something occurs. It looks at the steps rather than the things. The purpose of an explanation text is to tell each step of the process (the how) and to give reasons (the why). Explanation is a piece of

text that deals with the processes involved in understanding and making explicit the how and/ or why of particular phenomena, events, and concepts occur in scientific and technical fields. Grammatical features in explanation text include passive voice, simple present tense, conjunctions of time and cause, noun groups and complex sentences.

There are three steps for constructing a written explanation according to Anderson and Anderson (1997: 80). The first step is a general statement about the event or thing that will be explained. Then, a series of paragraphs that tell the *hows* or *whys*. In this paragraph, the writer tells the sequence of explanation text. The last step is a concluding paragraph as a closing. The writer concludes what he/ she has explained in this paragraph.

To make a good explanation text, the students have to consider some grammatical features in composing the text. The first consideration is the using of simple present tense to explain why something happened. The verbs in simple present tense will change by adding 's' if the subjects of the sentence are 'she, he, it'; for example go becomes goes. The second consideration is the using of passive voice. It is often used when the object of the action is more important than those who perform the action. Next, the students have to consider the using of explanation text to give details about what, how and why something happened and the using of cause and effect words to show the explanation of phenomenon such as because, caused by, as a result of, and an effect of.

B. Relevant Study

Marhaeni Siritwaji (2011) did a study through a series of pictures in teaching writing. A series of pictures is one of teaching media that can be involved in the process of teaching and learning. The researcher had found three results of the research. The first result is that students' ability in constructing texts could improve by using a series of pictures. The second finding is that a series of pictures showed the effectiveness of the teaching and learning process. It could improve their motivation and passion to learn English writing. They were found more creative to produce their texts. The last result is that the cooperative learning among them could also improve by using a series of pictures. They got more chances to participate. They realized that they had responsibility and confidence when exploring their writing skills.

Lesna Henny (2013) conducted a study on writing using picture series. She had a research about improving students' skill of writing recount text by using picture series for the eighth grade students of SMP N 1 Seyegan in the academic year of 2012/ 2013. In her study, she analyzed the improvement of using picture series to teach writing. The result of the study proved that the utilization of picture series could improve students' writing skills on recount text. Added to this, the activities during the teaching and learning process could improve the classroom interaction, students' involvement, and students' attention.

C. Conceptual Framework

Writing is one of the four English skills that has to be mastered by the students in learning English. Writing is a complex process in which some requirements should be accomplished simultaneously. It means that the subskills of writing including grammar, diction, vocabulary, and generating the idea have to be mastered to reduce errors made by the students on their writing. As the result, the objective of English teaching and learning process is to improve the students' writing ability.

Although the objective of teaching writing has been set up, the teaching writing is not successful yet. Most of students agreed that writing was difficult skill to master. In order to help the students to be able to develop their writing competence, the selection media of teaching writing had to be considered effectively.

From the information obtained by conducting interview and observation, the researcher found the similar problem to teaching and learning writing in SMA Negeri 2 Sleman. One of the problems came from the students. They still found difficulties in applying grammar, punctuation, vocabulary, and generating ideas. They also had low motivation to get involve in teaching and learning process. In addition, the media that the teacher used were not various because she just used LKS. It made the students feel bored and sleepy during the lesson.

Then, the researcher decided to use picture series with a combination of rubric vocabulary lists as the solution of those problems. Picture series was

used because it has many benefits in teaching and learning writing. Through this media, it stimulated the students to have ideas to develop their writing. So, they could write the ideas into readable sentences. In addition, the students' motivation could be improved by doing the picture series activity. The use of picture series would make the students interested in participating the learning writing process. There was also a combination in using the picture series in this research that was a rubric of vocabulary lists needed to write. The benefit of using rubric that consists of listing vocabularies was to help the students to choose appropriate vocabularies in composing their writing. Therefore, it could be concluded that the students' writing ability improved by conducting the picture series activity.

CHAPTER III

RESEARCH METHODS

This chapter presents the method used in this research. It consists of type of the research, setting of the research, subjects of the research, data collecting instruments, data collecting techniques, techniques of the data analysis, validity, and reliability of the data, procedure of the research and scoring scheme for writing. Each of them is presented in the following discussion.

A. Type of the Research

In line with the goal of this research to improve the writing skills of the students using picture series, this research was a classroom action research. Burns (2010: 2) states that the main aim of the action research is to identify a “problematic” situation that the participants consider worth looking into more systematically. Still, in Burns, the term “action” in action research is to change or to improve the problematic situations in a deliberate way.

According to Kemmis and Robin McTaggart (in Burns, 2010:8), action research involves four stages in a cycle; planning, action, observation, and reflection. The cycle can be continued until the research achieves the satisfactory goal. The four stages of action research can be seen in the schema below.

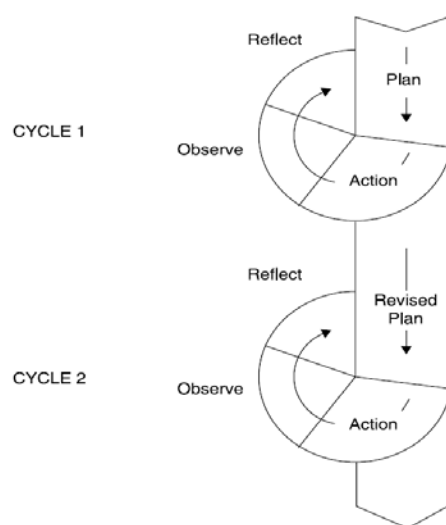


Figure 1: **Cyclical Action Research Model by Kemmis and McTaggart**

Based on the figure above, the research was done in two cycles. In this research, the researcher and the English teacher as a collaborator formulated the problem related to the writing skill of the students based on the observation then identified the research problems. After that, they planned and carried out the actions, evaluated and reflected the actions implemented in the study.

B. Setting of the Research

This part consists of two issues. The first issue is the place of the research and the second issue is the schedule of the research. The research took place at SMA Negeri 2 Sleman. It is located in Brayut Pandowoharjo, Sleman. The senior high school has twelve classes which are divided into three grades consisted of 326 students. There are 43 teachers in this school included two English teachers.

The research was conducted in the middle of the first semester of the academic year 2013/2014. The observations were done on November, 1st 2013. Then, the action was conducted from November 6th to November 22nd 2013.

C. Subject of the Research

The participants of the research were the students of XII Science 1 class of SMA N 2 Sleman, the researcher, and the English teacher as a collaborator. There were 26 students in XII Science 1 class. They were 9 males and 17 females. The researcher chose this class as the subject of the research randomly because the all XII classes had equal competency.

D. Data Collecting Techniques

The data in this research are considered both quantitative and qualitative data. The quantitative data were presented in the students' scores that were collected from pre – test and post – test. Meanwhile, the qualitative data is the description of the process during the actions in the form of field note and interview transcripts. The data were collected in some techniques. They are explained as follows.

1. Observation

The researcher observed the teaching and learning process in Grade XII Science 1 and students' progress in writing to get information needed in this research. Everything related to the students' behaviour in learning writing, the teacher's action in the class, and problems related to the teaching learning

process were noted. The purpose of the observation was to get some data about the effect of the actions that were implemented in teaching and learning of writing. The observation technique also provided field notes about the whole condition during the teaching and learning process.

2. Interview

This technique was used to get the data related to the teacher's and students' behaviour while and after the actions implemented. It also covered problems found in the teaching and learning process. The researcher interviewed both teachers and students to get the data related to their perspectives before, during, and after implementing the actions and the effect of the teaching media used.

3. Writing pre – test and post – test

Writing pre – test and post – test was also instruments used to get information about students' writing skills. Writing pre – test was a test which was conducted in the beginning of the treatment. It gave information about the students' writing ability before the actions. Moreover, post – test was to measure the students' writing skills after the actions. Both tests measured how the actions improved the students' writing skills.

The following table shows the scoring rubrics of writing according to Jacobs et al in Weigle (2002: 116).

Table 3: **Scoring rubrics of writing modified from Jacobs et al in Weigle (2002: 116)**

Aspects	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	1	Does not show knowledge of subject, non- substantive, not enough to evaluate
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused

	Very poor	1	Essentially translation, little knowledge of English
Language use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

The rubric provides five aspects of writing namely content, organization, vocabulary, language use, and mechanic in which each of them is scaled from 1 to 4. Hence the maximum score is 20, while the minimum score is 5. By knowing the highest score and the lowest score above, the formulation of the ideal mean and the ideal standard deviation can be calculated as follows.

$$\begin{aligned}\text{Maximum score} &= C + O + V + L + M \\ &= (4 + 4 + 4 + 4 + 4) \times 5 = 100\end{aligned}$$

$$\begin{aligned}\text{Minimum score} &= C + O + V + L + M \\ &= (1 + 1 + 1 + 1 + 1) \times 5 = 25\end{aligned}$$

Ideal Mean=

excellent, very good, good, fair, poor, very poor. The table is presented as follows.

Table 4: **The Conversion Table**

Class Interval	Interpretation
87.5 – 100	Excellent
75 – 87.4	Very good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very poor

Furthermore, there were two independent raters in assessing students' writing. The first rater was the English teacher of Grade XII Science 1 who is qualified for assessing students' writing and the second rater was the researcher herself. In evaluating the students' writing, she and the collaborator gave an appropriate score in each aspect. The indicator of success could be seen from the increasing in the number of students who got good scores in Cycle 2.

E. Data Collecting Instruments

In collecting the data, the researcher used several instruments. There were in the form of interview transcript, field notes, and students' scores. The

interviews were conducted before, during and after the teaching and learning process with both English teacher and some students of XII Science 1 class. It was aimed to get any information related to English teaching and learning process at SMA Negeri 2 Sleman especially in writing skill. It involved the teacher and the students as well. The interview transcript could help the researcher planning the actions to solve the problems related to the writing skill.

The researcher also took a note during the English classroom in the form of field notes. It covered students' behaviours and motivation in learning English. The researcher and the collaborator were able to see and take a note of students' progress in the classroom. Field note was used to record anything happen in the classroom during the teaching and learning process and it could be used by the researcher to determine the best actions.

The last instrument was the rubric score of students' writings. It was used to assess the students' writing ability in the pre – test and post – test. The rubric score focused on five aspects containing content, organization, vocabulary, language use, and mechanic in those test. The range of writing score of each aspect was 1 to 4 consisting different indicator.

F. Data Analysis Technique

This research is qualitative in nature. However, the data were analyzed both qualitatively and quantitatively. The qualitative data were taken from the field notes and the interview transcripts. The field notes stated everything that

happened in the teaching and learning process in the classroom. While the interview transcripts shows the students' data that are related to their affection in the process of teaching and learning writing.

The researcher also analyzed the quantitative data to know the tendency of students' writing scores. In this case, she used mean and standard deviation in analyzing the quantitative data. MacKay (2006: 43) states that mean is the average. In this case, it means the average of students' writing scores. It was calculated by adding up all scores and dividing them by the number of students in class. It is called empirical mean because it was gained by involving overall scores in the class. It should be above the ideal mean to define that the group of participants has a good achievement. Ideal mean could be defined as the ideal mean (score) that has to be reached by the group. It is calculated by adding up the highest score and the lowest score, and then dividing it into two.

In this research, the researcher also analyzed the students' scores using standard deviation. Standard deviation is to identify whether a distribution is heterogeneous or homogeneous (Suharto, 2008: 16). It is called empirical standard deviation then. It should be below the ideal standard deviation to show a positive result. If a distribution is homogeneous, it means that all students have the similar ability in writing using picture series. It is clear that, if the scores are more tightly clustered around the mean, the standard deviation will be smaller, while, if they are spread out further from the mean, the standard deviation will be larger.

G. Validity and Reliability of the Data

The validity and reliability of the data in this research was based on the criteria proposed by Anderson in Burns (1999: 161- 165). They are democratic validity, outcome validity, process validity, dialogic validity, and catalytic validity. Each criteria is explained below.

a) Democratic validity

The democratic validity was obtained by interviewing the stakeholders of SMA N 2 Sleman (teachers, students, and school administrators). In the interview, the stakeholders were given chances to express their ideas, opinion, and attitudes toward the problem faced, then the focus was to look for the solution of the problems. The interview was conducted before, during, and after the actions to get their perspectives of the actions. She also had discussions with the English teacher as the collaborator in reflecting the actions during the implementation of picture series.

b) Outcome validity

Outcome validity means that the research is “successful” in solving the problems which are found in the writing class. The validity in this research was gained by analyzing the results of the actions. The results of the research were not only able to solve the problems but also led to new questions. To get the outcome validity, the researcher put back the problems at the Grade XII science 1 in a schema in order to make new questions.

c) Process validity

Process validity means the dependability and competency of the research. The process validity was gained during the process of implementing picture series in writing class. The researcher collected the data by interviewing the English teacher and the students and making field notes to observe the teaching and learning process in Grade XII Science 1 at SMA N 2 Sleman. It includes the students' behaviour and the students' competency in achieving the materials.

d) Dialogic validity

To get the dialogic validity, the researcher had dialogues with the teacher as the collaborator in discussing what she did during the implementation of the actions. So, the researcher can make some reflections in order to get suggestions to improve the next action. The researcher also gave chances to the teacher and the students to give responses of the implementation of picture series.

e) Catalytic validity

The catalytic validity is related to how the stakeholders respond to the changes occurring to themselves (Burns, in Madya 2006: 43). The researcher got the catalytic validity through those two cycles of the observation, action plans, implementation, and reflection that were done at the Grade XII students of SMA N 2 Sleman.

In order to get rounded perspectives and to avoid the subjectivity in analyzing the data, the researcher used two kinds of triangulation; time triangulation and researcher triangulation (Burns, 1999:163) as follows:

1. Time triangulation

The data of this research were collected over a period of time to identify the factors involved in the actions. The researcher obtained the data on the students' improvement in writing by conducting pre – test and post – test. She also conducted interviews with the teacher and the students before, during, and after the actions. Moreover, the teaching and learning process was recorded in every meeting in the field notes.

2. Researcher triangulation

The researcher asked another research member to help her in the reflection steps. It was done to avoid biased interpretations. Furthermore, the researcher also asked the teacher as the collaborator to observe the teaching and learning process so the teacher had much contribution in the process of documenting the field notes.

H.Procedure of the Research

1. Reconnaissance Stage

In the Reconnaissance stage, the data were about obstacles and weaknesses related to the English teaching and learning process. It was done to find the problems that needed to be solved through picture series.

They were collected through observations and interviews. The researcher observed all activities related to students' writing skills which were detected during the English teaching learning process in the classroom. The results of the observation were recorded and presented in the form of field notes. To strengthen the data collected previously, the researcher interviewed the other research members.

All of the data collected were presented in the form of identified field problems then were selected distinctively based on the level of difficulty, urgency, and feasibility. The problems which were considered having the medium level of difficulty, the more urgent level, and the most feasible would be overcome collaboratively.

2. Planning

After doing observation and interview, the researcher and the English teacher made a planning to do the feasible actions that would be implemented. The planning covered the identified problem based on the result of observation and interview. The purpose of the actions was to improve students' writing ability of Grade XII Science 1 through picture series.

3. Acting and Observing

The action was conducted by the researcher whereas the English teacher observed the process. The purpose of this step was to solve the problem which was students' low writing skill by implementing picture series. The changes and obstacles of the students' involvement were

written in the field notes with the result to be evaluated in the next step. The actions would be implemented with some modification after looking at the results in the first cycle. Any recorded data guided the researcher to do the next step.

4. Reflecting

Based on the observation, the researcher and collaborator made a reflection of the implementation of the action. The reflection was conducted by interviewing the students and the collaborator about their responses to the actions. The collaborator gave contribution to the reflection on the action that was taken. The reflection was useful to show the effectiveness of the action conducted in the teaching and learning processes. The influences of the implementation on the student's involvement were identified. The results of the identification were determined as successful or unsuccessful ones. The successful actions were used and reapplied in the next cycle, but those which were unsuccessful would be changed or improved into the suitable one.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The research was aimed to improve the Grade XII students' writing skills at SMA N 2 Sleman. The study was held according to the steps that have been prepared before. The researcher focused on using picture series to improve the students' writing skills. This chapter comprises four sub- chapters. The first one is reconnaissance. The second is the report of Cycle I. The third is the report of Cycle II and the last one is general findings.

A. Reconnaissance

The research was started by finding the problems during the teaching and learning process of writing. The researcher conducted a classroom observation in Grade XII Science 1. The vignette below is one of the results of the researcher's observation during the teaching and learning process. It describes how the process went through and the activity conducted by the teacher during the lesson. The condition also shows the students attitude toward the process of teaching and learning.

Day/ Date	: Wednesday, October 23 th 2013
Time	: 07.15- 08.45
Place	: Classroom of XII Science 1
Activity	: Observation

When the bell rang, many students were still outside the class. The teacher asked them to enter the class because the English lesson would start. The teacher started the class by greeting, checking the students' attendance and praying. Some students seemed not to realize that the teaching and learning English would start. They were busy with their homework for the next subject. There were students

who talked to their friends. Then, the teacher checked the students' homework taken from LKS. They should write the answers in complete sentences based on the explanation text on the white board. When the teacher said "Any volunteer who wants to write down the answer?" there were few students who wanted to come in front of the class to write down the answer on the white board. So for the rest of the questions, the teacher should call their names. After that, the teacher checked the sentences one by one and identified the mistakes. While she was doing these activities, some students only talked with their friends and paid no attention to the teacher's explanation.

The teacher then explained the generic structures and language features of an explanation text without showing the model of the text. She said, "If you want to explain how something happens, you have to use simple present tense, *cirinya harus memakai verb1*." "*Contohnya verb1 seperti apa?*" asked the teacher. Most of the students paid no attention to the teacher, it could be seen when teacher asked, some of them did not say anything until she repeated the question.

Then the teacher gave the students writing tasks. She asked them to complete the text with suitable words. Then they had to identify the generic structure of the text. They could do the tasks with their partners. Some students got confused with the tasks given by the teacher. They also met difficulties in completing the text with the suitable words because they were not familiar with the words. So, the teacher asked them to borrow dictionary in the library. But they did not feel up to open the dictionary.

When all students finished in doing the task, the teacher started checking the students' answers. She called the students' names then asked them to answer directly. When a student read the text and the answer, other students did not pay attention and were just busy with their own activity. After the students answered, the teacher used the white board as the media to write the additional information. It indicated that the students needed some media to engage their interest because they were not motivated to get involved in the teaching and learning process. When the teacher explained in front of the class, some students were busy with their friends. The teacher reminded them to be silent. However the students still made noisy. It indicated that the students' involvement in the teaching and learning process was very low.

(Field note 2, October 23rd, 2013)

The field note shows that the activity during the process of teaching and learning was not quite successful to get the students' interest. Most of them had no motivation to follow the lesson. It was indicated by the actions they did when

the teacher explained the materials. Some of them often talked to their friends. The rests also did not pay attention when the teacher asked their friends to read the text and answer the correct vocabulary. This situation brought them into a passive condition. Therefore, the students' involvement during the teaching and learning process needed to be improved.

To strengthen the findings, the researcher also held interviews with both the students and the teacher. By interviewing the English teacher, she identified the problems that supported the early condition above. The following interview transcript shows the similar condition in the vignette.

P	: <i>Bagaimana kemampuan bahasa Inggris siswa secara keseluruhan Bu? (How are the students' skills of English in general, Ma'am?)</i>
G	: <i>Jujur saja kalau disini itu anak- anaknya masih low ya mbak. Apalagi yang kelas XII IPA1 ini cukup ramai dibanding dengan kelas IPA satunya. Mereka sering mengobrol sendiri dengan temannya saat pelajaran berlangsung. Kadang kalau disuruh mengerjakan mereka hanya njagake jawaban temannya. (Honestly, the students' skills are still low, especially for Grade XII Science1 students who are quite noisy than the students from the other science class. They often talk to their classmates during the lesson. When they are asked to do the task, sometimes they look at their friend's works.)</i>
P	: <i>Bagaimana pembelajaran menulis di kelas Bu? (How the teaching and learning writing in class, Ma'am?)</i>
G	: <i>Saya cuman ambil materi dari LKS mbak, sebagai tambahan mungkin cuma dari buku yang ada di perpustakaan. Kalau menulis itu, biasanya anak saya suruh menjawab pertanyaan dengan kalimat lengkap dari bacaan. Kalau saya suruh menulis itu ya sulit sih mbak ngajarinnya. (I just take the materials from LKS or English book in the library. In the writing class, the students are asked to answer the questions from text. I find difficulties to teach the students if they are asked to compose a text.)</i>
P	: <i>Jika dalam menulis, siswa masih ada kesulitan atau tidak ya Bu? (In writing, do the students still find any difficulties?)</i>
G	: <i>Iya mbak, memang untuk kemampuan menulis, rata-rata siswa di sekolah ini masih mengalami kesulitan. (Yes, they do. The students in this school still find some problems in writing.)</i>

P	: Berdasarkan pengalaman Ibu, sekiranya apa ya Bu penyebabnya? (Based on your experience, what are the causes?)
G	: Kalau menurut saya sih minat mereka dalam menulis itu kurang. Mereka pada umumnya juga kesulitan dalam vocabulary dan tenses gitu. Terus mereka juga kurang media sih ya Mbak. Paling sering kalau guru di sini ya pakai LKS Mbak. Jarang bisa menyiapkan media seperti gambar atau video atau music gitu. Hehee. Lalu mereka juga seperti bingung mau nulis apa. Bahkan tanda baca yang sederhana saja mereka juga masih suka salah. (In my opinion, they have less motivation in writing. They also have problems in vocabulary and tenses. In addition, they do not get any interesting media. The teachers here usually use the book only. They don't have enough time to prepare media like pictures, video, or music. Hehee. They also do not have ideas to write. They even have problems in using simple punctuation marks.)
P	: Lalu kalau proses siswa dalam belajar writing sejauh ini bagaimana Ibu (How about the students' process in learning writing, Ma'am?)
G	: Masih banyak yang harus dibenahi Mbak. Ketika writing siswa terlihat malas-malasan. Kan kalau menulis itu mereka harus mikir begitu kan ya, berbeda dengan skill yang lain. Mereka terlihat lebih antusias. (It still needs to be improved. When writing, students seem not interested because they have to think when they write something. It is different from other skills. They seem more enthusiastic.)
(Teacher-Interview 1, September 27 th , 2012)	

The following transcript shows the conversation between one of the students and the researcher. The transcript shows that the students still had difficulties in choosing appropriate words, using the correct tenses and generating and organizing the idea.

P	: Apa kesulitan Adik dalam menulis? (What are the difficulties in writing?)
S3	: Semuanya hehe. Ehm.. di kata kerjanya gitu. (Everything hehe. Ehm the verb.)
P	: Oh ya, di penggunaan tensenya ya? (Really? In the use of tense, right?)
S3	: Iya. (Yes.)
P	: Kalo kosakatanya gimana? (How about the vocabulary?)
S3	: Kosakatanya juga sulit. (The vocabulary is also difficult.)

- P : *Ok, lalu gimana tentang ide yang dimunculkan dalam menulis?* (And how about the generating and organizing the ideas?)
 S3 : *Aku masih bingung juga.* (I am still confused it.)

(Students Pre-research Interview, November 6th, 2013)

They were also still confused how to produce sentences. It is supported by the following interview transcript.

- P : *Kenapa gak suka?* (Why don't you like it?)
 S5 : *Ya bingung di vocabnya.* (I'm confused in using vocabulary.)
 P : *Selain vocabularynya?* (Anything else?)
 S5 : *Ehm, aku bingung bikin kalimatnya.* (I'm confused in producing sentences.)
 P : *Pemilihan verb1 verb2 gitu kah?* (Is it about the choice of verb1 or verb2?)
 S5 : *Yap betul.* (Yes, it is.)

(Students Pre-research Interview, November 6th, 2013)

Based on the interview transcripts and the classroom observation above, the researcher found that the students' writing skills did not meet the expectation yet. They had low writing skills. She concluded that there were some reasons dealing with this problem. The problem was caused by the students, the teacher, and the media used in the teaching and learning process.

To identify their ability in writing before the actions, the researcher conducted a pre – test. She asked the students to write an explanation text. In this case, they wrote an explanation text about human respiratory system. From the result of the pre – test, the scores were varied. The mean score of their pre – test

was 48.36. It indicates that the result was not satisfying. The table below presents their pre – test scores in details.

Table 1: The Students' Writing Scores in the Pre – test

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	0	0%
75 – 87.4	Very good	0	0%
62.5 – 74.9	Good	7	26.92%
50 – 62.4	Fair	5	19.23%
37.5 – 49.9	Poor	8	30.76%
25 – 37.4	Very poor	6	23.07%
Mean	48.36		
SD	13.56		

Based on the field notes, interview transcripts, and students' scores above, it can be concluded that there were problems in the teaching and learning process as mentioned below.

Table 5: The Problems found in the English teaching- learning process in Grade XII Science 1 of SMA N 2 Sleman

No	Problems	Codes
1.	The students had low motivation to get involved in teaching learning process.	S
2.	The students were not autonomous in learning.	S
3.	The students had low skills in writing.	S
4.	Some students had difficulties in answering the teacher's question.	S
5.	Some students considered that writing is difficult.	S

6.	The teacher sometimes did not give a warning when some students talked to the others.	T
7.	The teacher explained the materials without showing the model of the text.	T
8.	The English teaching and learning was teacher-centered.	Tec
9.	The teacher said that she had difficulties in teaching writing.	Tec
10.	The teacher just explained the materials based on the LKS.	Tec
11.	Most of the given materials were taken from the students' worksheet (LKS).	M
12.	The media used by the teacher were not various and interesting.	M

S: Student **T:** Teacher **M:** Media **Tec:** Technique

Based on the problems above, the researcher and the English teacher discussed the main problems that had to be solved. Those problems were determined by considering the urgency and the ability of the researcher. The formulations of the problems to be solved in this research are as follows.

Table 6: The Urgent Problems to Solve

No	Problems	Codes
1.	The students had low motivation to get involved in teaching learning process.	S
2.	The students were not autonomous in learning.	S
3.	The students had low skills in writing.	S
4.	The English teaching and learning was teacher-centered.	Tec
5.	The media used by the teacher were not various and interesting.	M

After the problems were chosen, the researcher discussed some plans with the English teacher to solve those problems in the field. In this case, she applied

picture series with combination of vocabulary lists needed to write. The implementation of picture series was very useful because it could be used to encourage the students to explain something happens. It was easier for them to get the ideas through picture series. After they got the ideas, it was much easier for them to generate the ideas. It made the students able to put their ideas in written text and write them into a good organization. In applying the picture series, she also provided a vocabulary lists. She believed that the rubric can help the students to use an appropriate vocabulary in their writing.

Furthermore, to meet the expectation, she also gave the students supporting materials containing tenses, vocabulary, punctuation, and capitalization. She discussed the plans to the teacher. The following table shows the urgent problems that needed to be solved with the action plans that had been designed by the researcher.

Table 7: The Urgent Problems and the Actions to Solve

No	Problems	Codes	Indicators	Action Plans to Solve the Problems
1.	The students had low motivation to get involved in teaching learning process.	S	<ul style="list-style-type: none"> • When the bell rang, many students were still outside the class. • When the teacher came to the class, the students were still not ready to study. • Students talked to each other when the teaching and learning activity was still going on. 	The researcher planned to give picture series to attract the students' interest to the materials given, so their motivation and enthusiasm could improve during teaching and learning process.

2.	The students were not autonomous in learning.	S	<ul style="list-style-type: none"> • Many students did not consult the dictionary. • Most of the students depend on their friend's answer when the teacher asked them to do the tasks. 	The researcher planned to give picture series with various tasks that could be done by the students both in pairs and individually, so the students could share their understanding before they composed the text individually.
3.	The students had low skills in writing.	S	<ul style="list-style-type: none"> • The students had low ability in using sentence structure or appropriate tense. • The students had difficulties in vocabulary. • The students had difficulties in generating and developing the ideas. • The students did not pay attention to punctuation and capitalization. 	The researcher planned to use the picture series to overcome those problems. Pictures could stimulate the students to get the ideas. It would also help the students in expressing the ideas become more readable text.
4.	The English teaching and learning was teacher-centered.	Tec	<ul style="list-style-type: none"> • The teacher is dominated on the activities during the lesson. • She presented the materials by directly telling the students without giving a chance for students to get involved. 	The researcher planned to teach using genre based syllabus. The four stages could give a chance for both students and teacher to get involved during the lesson. So it made the students more active in the teaching and

				learning process.
5.	The media used were not various and interesting, so the students felt sleepy and bored.	M	<ul style="list-style-type: none"> • The teacher just used whiteboard as her medium. • The teacher said that she did not use any interesting media like pictures or video in teaching writing. • The teacher explained the materials based on the LKS. 	The researcher planned to use the picture series during the teaching and learning process because pictures could engage the students' interest.

Finally, both the researcher and the English teacher as the collaborator determined the actions to overcome those problems with using picture series. During the actions, the researcher would be a teacher and the English teacher would be the collaborator.

B. Report of Cycle 1

1. Planning the Actions

Before the research was conducted, the researcher had to prepare and plan the materials that would be taught to the students. It was done in the planning stage. The researcher made a course grid and lesson plans based on the syllabus and prepared the related media. The media should meet the goal of the teaching and learning. The goal of this teaching and learning process was facilitating the students to write an explanation text in a good order by using the language features and generic structures.

In this cycle, the researcher used three pictures series which were adapted from some videos downloaded from youtube. The first picture series were about human respiratory system. The second picture series were about human blood circulation and the last picture series were about human digestive system. The researcher modified the picture series and adapted the texts to make them suitable for senior high school students. The selected materials were integrated with the materials in another subject that was biology. So, the students could stimulate their background knowledge first, before they got more explanations about the materials. The picture series contained several interesting pictures which could engage the students' interest in the writing process.

The teaching and learning process in this cycle was divided into three meetings. The first meeting was conducted on Saturday, November 9th, 2013. The second meeting was on Wednesday, November 13th, 2013 and the last meeting on this cycle was on Saturday, November 16th, 2013. Every meeting took about 90 minutes. The activities of this cycle are as follows.

In the first meeting, the researcher and the collaborator planned to apply the picture series to teach writing about explanation texts. Firstly, the researcher planned to give a picture related to the material that would be taught in that meeting. That picture was expected to be able to build the students' background knowledge about the materials. Then, the researcher and the collaborator planned to give them some exercises done with their partners in order they could share their understanding. She also made field notes to record the teaching and learning process in the first meeting.

The researcher and the collaborator planned to continue the materials in the second meeting. In this meeting, the researcher planned to explain one of the language features of the explanation text that was passive voice. After explaining the materials, the teacher asked the students to change the active voice into the passive voice. They could do the task with their tablemate. For the next task, the researcher asked the students to arrange the jumbled paragraphs of explanation text with the series of pictures as the guideline. Then, they identified the generic structures and the language features of that text in order they could be familiar with those aspects. Then there would be a discussion and the researcher would correct the students' mistakes directly.

In the last meeting of the Cycle 1, the researcher and the collaborator planned to ask the students to write an explanation text as the first post – test. The students did the post – test individually. They were asked to write an explanation text based on the picture series given. They also could use the rubric that consists of vocabularies to compose the text.

2. Action and Observation

The researcher administered this cycle in three meetings. It seemed too short because one meeting consisted of 90 minutes. However, there was a consideration that had to be accomplished. There were so many agendas for the Grade XII students to prepare their National Examination. Therefore, the researcher was only given limited time to conduct the research. She prepared the materials according to the students' needs, interest, and the curriculum applied in the school since they focused on the explanation texts. She preferred applying the

text-based syllabus design in the teaching and learning process. This syllabus led them to construct a text, to be able to work both in pairs and individually, and to enlarge their writing skills. The description of the actions is as follows.

a. First Meeting

The researcher conducted the first meeting on November 9th, 2013. She began the class by greeting the students. After she greeted them and had a little talk with the students, she then checked their attendance. Then, she gave them a picture about human respiratory system to stimulate the background knowledge of the students about the material. The researcher also gave some questions directly related to the picture. Then, she gave them an explanation text entitled *Human Respiratory System*. They firstly read the text by themselves. They had to look for difficult words. After they finished looking for the difficult words, they answered some questions based on the text. In this case, they worked in pairs. They looked serious in doing the task. It is described by the following field note.

The next activity was to read a text entitled Human Respiratory System. The students had to find the difficult words and their meaning as well. They began to read by themselves. They opened their dictionary to help them in finding the words meaning. There were some students who asked the researcher when they did not find the meaning appropriately.

(Field note 4, November 9th, 2013)

After they finished answering the questions, there was a discussion on the answers. After it was done, the next activity was to have a discussion on the whole text. The students and the researcher studied the text together like identifying the tense that is *Simple Present Tense* and the generic structure of the

text. She led them to recognize explanation texts. The students were expected to be familiar with how to write the general statement, the explanation, and the closing. The transcript below showed how she explained the materials.

R explained everything about explanation text then. R explained the social function, the generic structure, and the linguistic features. Most of the students were paying attention to the R.

(Field note 4, November 9th, 2013)

After the text was discussed, the researcher gave them another exercise. It was done in pairs. In this case, they focused on the use of simple present tense. There were some sentences that the verbs were wrong. They had to correct them into the appropriate forms. When the students were doing the task, she moved around them. She just intended to know whether the students have understood about the material. After they finished doing the task, they wrote their sentences on the whiteboard. A student wrote one of their sentences. There were twenty five sentences actually, while there were twenty-six students in the classroom. She did not point them one by one but she just directly offered the students to go in front. They were very enthusiastic to write down their answer on the whiteboard.

After all sentences were shown on the whiteboard, she began to correct them one by one. She involved the students to correct the wrong sentences. Then, they corrected their own work on their own seat. The situation in the classroom was noisy by having this task. They had a discussion with their friends. The description of the situation is as follows.

While they were doing the task, some students asked R about simple present tense. They still found difficulties to differ the verb which used s/es and to change the verb which had to be added by s/es for example study became studies. The situation in the classroom was busy because the students discussed with their partner.

(Field note 4, November 9th, 2013)

The field note above shows that the students were noisy in the classroom while they were discussing the task with their friends. Even they walked around the classroom to ask for some information. It was obvious that the situation in the classroom was busy.

After she finished correcting the students' sentences on the whiteboard, the researcher defined the result was good enough. Most students did the task well. They could replace the wrong verbs into the correct ones. However, they still made some mistakes. They did not start the sentences with the capital letters. They did not end the sentences up with the period. They sometimes misspelled some words. Related to the mistakes they made, she tried to explain more. The following field note shows what happened on that day.

After the students wrote on the whiteboard, R checked their sentences. Almost the students could change the words into present verbs. However, they made simple mistakes. They didn't start the sentence with a capital letter. They didn't end the sentence up with a period. They wrote ordinary words with a capital letter in the middle of the sentence. Then R explained more about it.

(Field note 4, November 9th, 2013)

Around the last ten minutes, she gave them the summary and the feedback about the materials given on that day. She checked their understanding on the materials given.

b. Second Meeting

The second meeting was conducted on Wednesday, November 13th, 2013. The researcher led the students to learn passive voice and how to use passive voice in an explanation text. The researcher started the class by greeting the students and checking the attendance list. After they were ready to start the class, she started passing the materials to them. Firstly, she tried to discuss the previous materials about the generic structures of explanation text and language feature that was simple present tense. After that, she gave the worksheets to the students. Then she asked them to pay attention to the worksheets. After the researcher finished explaining the passive voice, she asked the students to do the assignment about passive voice. There were ten active sentences that should be changed into passive forms. After they understood, the researcher asked them to do the first task. The box below contains a note describing the class situation on that day.

The students understood the instruction and began to work. As usual, R walked around the class to observe them while they were doing the task. Some of them asked R whether their sentences were right or not. The situation in the classroom was not fully silent because they were enthusiastic to do the assignment. It was shown that the students discussed with their friends and some of them gave more explanations to their friends who did not really understand the material.

(Field note 5, November 13th, 2013)

In reference to the field note above, the students looked enthusiastic and serious in doing the task. They asked whether their works were right or not. It reflected that they actually wanted to do the task perfectly.

The researcher then asked them to write their sentences on the whiteboard. After they finished writing their sentences on the whiteboard, she checked their

works. She found that they made mistakes in changing the verb 1 into verb 3 and in changing subject into object. It explains in the following box.

After they wrote their sentences on the whiteboard, R checked their answers. There were still some mistakes. It was about the changing verb 1 into verb 3, for example 'read' was written 'readed'. Their mistakes also were about the using of appropriate to be and the changing of subject into object for example 'he' was written 'him'. Their simple mistakes before were decreased like using capital letter in the middle of the sentence, using no period at the end of the sentence, and using no capital letter in the beginning of the sentence.

(Field note 5, November 13th, 2013)

The field note above performs that the researcher could manage the situation and the students' work.

She moved to the next task or activity. She showed the students a picture series of human blood circulation. The students' job was to arrange the jumbled paragraphs about human blood circulation system related to the picture series given into a text. Then, they identified the generic structures and language features of that text. After they got the point, they did the activity enthusiastically. However, they did the task using a pencil because they were afraid of making mistakes. The following box explains the teaching and learning process.

Some of the students were still confused the task that they should do. After getting explanation from R, they understood and started to do the task in pairs. The situation of class was busy because the students dicussed each other. When they did the task, R walked around to check the students' work. The students did the task using a pencil because they afraid of making mistakes.

(Field note 5, November 13th, 2013)

From the field note, it is clear that the researcher checked the students' work. This conclusion is also supported by the similar conclusion based on the

result of the conversation between the researcher and the student as presented below.

After checking the students' works, R asked them the number of the mistakes they did. Some of them said that they were not aware in identifying the language features including simple present tense and passive voice. When R asked them whether she should explain again the materials, they said that they already understood actually. They only needed to be more careful and focus on doing the task.

(Field note 5, November 13th, 2013)

That was the last activity on that day before they had the test for cycle one. She highlighted that they had to be aware of those materials. She also told them to prepare and study for the post – test in the next meeting. When the bell tinkled, the researcher thanked to their participation on that day and said “good bye” to them and left the classroom.

c. Third Meeting

The third meeting was conducted on Saturday, November 16th, 2013. She began the lesson by greeting the students. After she greeted them and had a little talk with the students, she then checked their attendance. In the third meeting, she asked the students to do the post – test 1 related to the materials that they had learned before. The researcher asked them to write an explanation text based on the picture series given individually. Firstly, she gave them a worksheet to do the post – test. Before she asked them to write, the reasearcher explained what they should do. The students were asked to write an explanation text about Human Digestive System based on the picture series given. They also could use the vocabularies that were in a rubric to help them in composing the text. They were

allowed to open the dictionaries. After all students understood what they had to do, they started to write. The researcher gave 35 minutes to do the task.

When they were doing their task, the researcher walked around the class to make sure that they work individually. The following note told what happened in the classroom on that day.

R walked around the class to make sure that the students worked individually and did not discussed with their friends. In the last five minutes, R alarmed them. Some of them had finished writing. Finally the bell rang as the sign that the time was up. They had to submit their writing. Some of them looked busy tidying their writing up.

(Field note 6, November 16th, 2013)

When the bell tinkled, a student helped the researcher to collect their works. Then, the researcher said good bye to them and left the classroom. She corrected their work and gave a mark as the post – test of Cycle 1.

2. Reflection

The researcher and the teacher had a discussion about the influence of the actions to the students' writing ability. The discussion based on the observations during the actions and the interviews with the teacher and the students. In this stage, the researcher and the teacher evaluated what happened in the first cycle. The reflection then would be used as a plan of the actions that would be implemented in the second cycle. The interview transcript is shown below. It will belong to the process validity.

- R: *“Saya yang kurang bisa mengatur waktu. Perkiraan saya juga terkadang meleset. Misalnya saya prediksi hanya memakan waktu 10 menit, eh ternyata lebih dari 20 menit. Mungkin itu juga karena saya harus mengkondisikan siswa yang ramai”.* (I could not manage the time well enough. Sometimes my prediction was not accurate. For example, in task 1, I estimated to use only 10 minutes, but it took 20 minutes. I also had to control those who were noisy.)
- T: *“Iya, ndak papa, namanya juga proses. Yang sabar saja, karena memang siswa itu kadang perlu penjelasan lebih.”* (It’s okay. It’s only a matter of your process. You just need to be more patient. Sometimes the students need extra explanation.)
- R: *“Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya harus menjelaskan lagi Bu.”* (OK Ma’am. I also walked around to make sure that they understand. Sometimes they asked more and I had to re-explain to them.)
- T: *“Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya.”* (Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get close to them.)

(Teacher-Interview 2, November 13th, 2013)

From the transcript above, in Cycle 1, the teacher gave some suggestions to the researcher in conducting the teaching learning process in her research. It could become a reflection for her in order to teach better in the next cycle.

During the teaching and learning process in Cycle 1, the researcher observed their activity in the classroom. She walked around the classroom to monitor their work. Sometimes she had to stop to answer their questions. It is described as the following transcript.

- R: *"Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya harus menjelaskan lagi Bu."* (Yes. I also walked around to make sure that they understood. Sometimes they asked more and I had to re-explain to them.)
- T: *"Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya."* (Yes, you have to be patient. Sometimes they are shy to ask in front of their friends, so you should get closer to them.)
- R: *"Iya Ibu. Lalu kalau aktifitas menulis siswa sendiri gimana Ibu?"* (Yes, Ma'am. Then, what can you say about the activities?)
- T: *"Sudah bagus. Ada kegiatan yang berpasangan, ada yang individu. Jadi ya sudah bervariasi. Yang berpasangan siswa bisa saling berbagi ide, yang individu ya siswa harus benar-benar mengeluarkan kemampuannya sendiri."* (Great. The students had both in-pairs activities and individual ones. They are various. They can share ideas in in-pairs activities. In individual tasks, they can optimize their skill independently.)

(Teacher-Interview 2, November 13th, 2013)

The students sometimes wanted to have more explanations from the researcher. It indicated that they wanted to understand the materials deeply. Their enthusiasm increased in this cycle. The interview then can be claimed as the process validity.

- R: *"Saya hari ini sudah selesai Bu dalam memberi penjelasan di cycle 1. Lalu pendapat Ibu tentang materi dan penjelasan yang saya berikan bagaimana Bu?"* (I have finished cycle 1 Ma'am. What's your opinion about the materials and my explanation?)
- T: *"Materinya sudah bagus ya, variatif begitu. Anak-anak juga terlihat lebih antusias mungkin karena ada gambar-gambarnya."* (The materials are good. They are varied. The students seemed more enthusiastic. It might be caused by the attractive pictures.)
- R: *"Kalau proses pembelajarannya bagaimana Bu?"* (What about the process then?)
- T: *"Secara keseluruhan sudah baik ya sudah berdasar RPP. Tetapi mungkin kadang perlu improvisasi sedikit saat di lapangan."* (Overall, you did well. You taught as your lesson plan. However, you have to make some improvisation and modification in the real field sometimes.)

(Teacher-Interview 2, November 13th, 2013)

In this stage, the researcher interviewed the students to know whether her explanation was clear. The following transcript describes what actually happened. This conclusion could be said as process validity.

R: "*Dek Lucy, ada gak kesulitan dalam belajar hari ini?*" (Well Lucy, do you have any difficulties in learning today?)

S: "*Masih ada sih Mbak*" (Yes, I do.)

R: "*Apa itu Dek?*" (What's that?)

S: "*Ya suka masih bingung aja make simple presentnya.*" (I am still confused simple present tense.)

R: "*Kalo penyusunan kalimatnya gimana?*" (What about the structure of sentence?)

S: "*Ehm udah mending sih*" (I know it better now.)

(Students-Interview, November 13th, 2013)

From the interview transcript above, it could be said that the explanation was clear. However, the students still found difficulties in using simple present tense. The conclusion is also supported by the following interview transcript.

R: "*Saya pengen tanya tentang explanation text ne. Ada kesulitan gak untuk pembelajaran hari ini?*" (I'd like to ask you about the explanation text. What is your problem in learning today?)

S: "*Aku sih udah rada' mudeng mbak.*" (I think, I understood enough about the materials.)

R: "*Yakin ne Dek?*" (Are you sure?)

S: "*Iya. Tapi masih bingung.*" (Yes, but I am still confused.)

R: "*Bingungnya apa?*" (What is that?)

S: "*Kalo pas nambahin s atau es itu.*" (In using s or es in the verb.)

(Students-Interview, November 13th, 2013)

From the transcript above, they stated that the materials related to the explanation texts were actually understandable. However, they claimed that the difficult thing was in adding s/ es in the verbs in simple present sentences.

The researcher also interviewed them to know their opinion in which she could identify the changes before, during, and after the actions. From the interview, it was obvious that she controlled the class activity well. This conclusion could be said to have catalytic validity.

R: "*Tadi udah menulis pake gambar, ya kan?*" (You wrote based on some pictures, didn't you?)
 S: "*Iya.*" (Yes, I did.)
 R: "*Ada gak bedanya pake dan gak pake gambar?*" (Is there any differences in writing with picture or without picture?)
 S: "*Tentu Mbak.*" (Yes, of course.)
 R: "*Apanya yang bikin beda?*" (What makes writing using pictures different from writing using no pictures?)
 S: "*Aku lebih punya ide kalo pake gambar.*" (I have more idea with the pictures.)
 (Students-Interview, November 13th, 2013)

From the interview it could be concluded that they had some progress by using picture series. They said that they got better understanding in generating ideas, in using tense, and in constructing sentences.

At the end of Cycle 1, she collected the students' works. She gave a mark as the post – test of Cycle 1. The following is an example of students' writing.

Name : AGNIB NUN AYUBI (

No. : 04

POSTTEST 1

Write an explanation text about Human Digestive System.

Human Digestive System

General statement: Foods are important for our live. Foods are digested by our digestive system. Swallowed with tongue's help, Pass through

Explanation: Foods are bitten by us, in our mouth. There is an enzyme called ptyalin that will digest carbohydrate become maltosam when we chew them. Ptyalin is same with salivary. Next, foods are swallow into esophagus with tongue's help. There is a move called peristaltis. After that, foods enter stomach, and churned by stomach, the event is called mechanical digestion. Still in stomach, foods are mixed with stomachacid (HCl) and the result is chyme, the event is called chemical digestion. After that, foods pass through ~~stomach~~ duodenum and then pass through small intestine. In small intestine, foods are digested by each enzyme. After that, ~~extraordinary~~ Foods are absorbed in ileum (large intestine). After that, the foods residue are excreted by anus.

(Appendix 7, Agrib's work)

From the student's writing, it is obvious that his work was getting better. This conclusion is also supported by the similar results of interview between the researcher and the teacher as presented below. This conclusion can therefore be said to have outcome validity.

R: *“Kalau dari tulisan siswa, menurut Ibu bagaimana?”* (What’s your opinion about the students’ writing skill?)

T: *“Kalau yang di pre – test masih cukup memprihatinkan ya. Tapi kalau saya lihat tadi dalam proses KBM di Cycle 1, anak- anak sudah terlihat mudeng dengan penulisan verbnya terus tanda baca dan kapitalisasinya, memunculkan idenya seperti itu Mbak. Saya kemampuan siswa bisa bertambah di cycle berikutnya.”*

(Their skill after the pre – test was still poor. However, it is getting better during the action of Cycle 1. The students understood the verb, capitalization, and generate idea. I guess it can still be improved in Cycle2.)

R: *“Kalau menurut Ibu bagaimana partisipasi siswa dalam belajar menggunakan media ini ya Bu?”* (What about the students’ participation in class?)

T: *“Ya seperti saya bilang tadi, karna mbaknya cantik mereka jadi mau memperhatikan. Gambarnya juga bisa menarik perhatian siswa. Walau terkadang masih ada yang rame, tapi itu masih wajar kan?”* (I think the picture can attract the students’ attention. However, there were some students who talked other.)

(Teacher-Interview 2, November 13th, 2013)

There were some comments dealing with the implementation of picture series in the first cycle. The researcher gained the comments from both the teacher and the students. In this case, the students gave positive comments. They said that they were more interested in writing an explanation text. The use of picture series helped them to write an explanation text. They felt that they got better understanding on the materials, especially in writing. They seemed enthusiastic in the teaching and learning process. They paid attention to the researcher’s explanation. After they felt that the materials were clear, they did the activities or the tasks seriously.

The picture series helped them to write. It increased their interest and motivation to write. By using the picture series, they could easily generate and develop their ideas. Before they used picture series, it was rather difficult for them to find and develop the ideas. When they used picture series, their ideas were

stimulated. The researcher believe that the students were able to reach outside their minds through pictures.

After implementing the picture series to the students, she scored the last task as a post – test in Cycle 1. It was given to know their writing skills after the actions in Cycle 1. Table 8 shows the students’ writing scores in Cycle 1.

Table 8: The Students’ Writing Scores after Cycle 1

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	2	8%
75 – 87.4	Very good	4	16%
62.5 – 74.9	Good	9	36%
50 – 62.4	Fair	10	40%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
Mean	67.70		
SD	9.49		

In general, the percentage of their writing skills was not good yet though there were 2 students that were categorized in excellent. Then, there were only 4 students who were categorized as very good and 9 students who were categorized as good. And the last, there were 10 students who were categorized as fair. However, the frequency of the very good category increases from the previous test. In the pre – test, there was no student in the very good category. Meanwhile, there were 4 students in the very good category after Cycle 1. It can be seen from the table that their writing score in Cycle 1 can be categorized into *excellent* (2

student), *very good* (4 students), *good* (9 students), *fair* (10 students), *poor* (0 student), and *very poor* (0 students). There were 15 students who had good writing skills and 10 students who had poor writing skills.

From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In fact, the students' mean score was 67.70. It was rather higher than the ideal mean score although it was better than the mean value in the pre – test. It means that their skills in writing still needed to be improved. Besides, the standard deviation was 9.49. It was lower than the ideal standard deviation. It means that their achievement was homogeneous. Some students have understood the materials well. However, some of them still found difficulties to write. The researcher also should improve the mean score of the students' writing scores although it improved after Cycle 1.

However, comparing the writing pre – test mean score with the writing post – test mean score at the end of Cycle 1, the researcher concluded that the students' writing score increased because of the use of picture series. The frequencies on the good category increased from 5 students to 6 students. On the very good category, the frequencies increased from 0 student to 5 students. Meanwhile, the frequencies on the very poor decreased from 5 students to 0 student. Moreover, the mean score in the class increased from 9.67 to 13.54. The following is the result of students' writing scores before and after the action in Cycle 1.

Table 9: **The Comparison of the Students' Writing Scores Before and After Cycle 1**

Scores	Category	Pretest		Cycle 1	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	0	0%	2	8%
75 – 87.4	Very good	0	0%	4	16%
62.5 – 74.9	Good	7	26.92%	9	36%
50 – 62.4	Fair	5	19.23%	10	40%
37.5 – 49.9	Poor	8	30.76%	1	4.17%
25 – 37.4	Very poor	6	23.07%	0	0%
Mean		48.36		67.70	
SD		13.56		9.49	

Table 10: **Paired-Sample Statistic - Pretest and Cycle 1**

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Pretest	48.36	26	13.56
	Cycle 1	67.70	26	9.49

After the researcher conducted Cycle 1, there was a better improvement on their writing skills. In addition, the researcher analyzed the result of their writing and concluded that there were improvements in writing aspects, namely generating idea, using tense, using correct spelling, using correct capitalization and punctuation and slightly improvement on the sentence structure and vocabulary. She tried to improve the students' writing skills by conducting actions in Cycle 2, especially to make the mean score higher than in this cycle.

3. Summary

In this cycle, there were some improvements and weaknesses after picture series were implemented in the teaching and learning process of writing. The improvements and weaknesses of Cycle 1 are presented as follows.

a. The improvements of Cycle 1

- 1) Using picture series was successful to stimulate and gain the ideas to write.

It could be seen from the students' works that consisted of more sentences compared to their works before picture series were implemented. This possibly happened because picture series are two dimensional media that enabled the students to write and express everything that they had seen in the pictures into readable written text.

- 2) Using pictures series increased the students' motivation in the teaching and learning process of writing because it attracted the students' interest to the materials given. As the result, they became motivated and enthusiastic when they wrote a text individually.
- 3) The students actively participated in writing because picture series and other supporting activities were selectively chosen to make the students more active in doing their activities.
- 4) Picture series work in provoking students' imagination or creativity so that they can write a text. Harmer (2004: 67) explains that some situations, particularly related to grammar and vocabulary work can be presented by pictures. Furthermore, they could also be used to provoke the students to

creative imagination. It could be said that through pictures series, the students could learn grammar and vocabulary.

- 5) Some detailed tasks given helped the students to minimize their mistakes in grammar, spelling, and punctuation. The tasks could train their skills before they wrote a whole text.

b. The weaknesses of Cycle 1

- 1) Some students did not take a part in discussion. They did not pay attention on the researcher's instruction.
- 2) Some students got difficulties in the sentence structure and vocabulary choice.
- 3) Some students were not aware in punctuation and capitalization.

C. Report of Cycle 2

1. Planning

In Cycle 2, the researcher still used picture series to improve the students' writing skills. In the previous cycle, they showed some improvements related to their involvement in learning and teaching writing process. First, their motivation increased because pictures could attract their interest during the lesson. Next, the students also interested in the researcher's explanation though sometimes there were students who still made some noisy. The last, they showed their enthusiasm in teaching and learning process. It could be seen from their participation during

the lesson that they wanted to be volunteers to write their answers on the white board.

In addition, their writing skills also improved through the use of picture series. They could generate ideas; make sentences in correct grammatical form, apply the appropriate tense, and use the appropriate vocabularies. However, those aspects still could be optimized in the second cycle. Furthermore, the students' awareness about punctuation and capitalization could be improved in this cycle. The researcher also had to make their scores homogenous in this cycle. As seen in Cycle 1, their scores were various. It indicates that there was a difference among their scores. It should be homogenous in the second cycle to make sure that their writing skill was similar to each other in the classroom.

The second cycle contained two meetings before the students got their post – test. The first meeting was held on Wednesday, November 20th 2013 and the second meeting was on Saturday, November 23rd 2013. As the discussion between the teacher and the researcher, in this cycle she focused on explaining about the life cycle of animals. She also intended to optimize the students' awareness in using punctuation and capitalization. The activities of this cycle are as follows.

In the first meeting, the researcher planned to give a picture about life cycle of frog. Through this picture, the students were expected to be able to have background knowledge about the materials. Next, the students were asked to identify the generic structures and language features of an explanation text. The researcher also planned to give the students exercises to deepen their understanding on the explanation text. The tasks were still about simple present

tense and passive voice. As a variation of the task, the researcher asked the students to make sentences based on the series of pictures given. She planned to explain more about the details of explanation text in this meeting because that would be the last meeting before the students were asked to write an explanation text individually.

In the last meeting of Cycle 2, the researcher planned to give a test for the students as the second post – test. The meeting was conducted on November, 23rd 2013. This cycle only consisted of two meetings because of some considerations. First, the Grade XII of SMA N 2 Sleman would have a tryout in the following the week. Then, they had to prepare for the National Examination. So, the researcher just had a limited time to continue her research in Gade XII Science 1 of SMA N 2 Sleman. After discussing with the collaborator, the researcher planned to ask the students to write an explanation text as the result of Cycle 2. The students did the post – test individually. They were asked to write an explanation text based on the picture series given. They also could use the rubrics that consist of vocabularies to compose the text.

2. Action and Observations

The actions in the second cycle were conducted in two meetings. They were on November 20th and on November 23th, 2013. The text type was still an explanation text. The explanation text was the life cycle of animals. She selected the theme based on their needs, interests, and the curriculum applied in the school. She also intended to make the materials were integrated with another subject that is biology. She taught how to organize a paragraph, arrange the sentences, use

appropriate conjunctions, and compose an explanation text. The implementation of the actions is described as follows.

a. First Meeting

The meeting was held on Wednesday, November 20th, 2013. In this meeting, she came to the classroom as usual. She greeted the students cheerfully. She then checked their attendance list. They looked sleepy at that time. After the researcher asked them what actually happened, they answered that they felt sleepy because of the gloomy day. Then she did not start the class directly. She thought that they were not ready yet. So, the researcher decided to have a little talk with them to build their interest in learning today. After that, the researcher led them to start focusing on the lesson.

After they were ready to get the lesson, the researcher started the class by passing them the worksheets. Those worksheets would be used in teaching and learning process on that day. She began the class and started the activity by giving a picture about lifecycle of frog. She also gave some questions related to that picture. From the questions, the students' background knowledge was expected to be stimulated before they were explained further about the materials.

Next, the researcher asked the students to pay attention in the first text that was 'The Life Cycle of Frog'. They were asked to read the text silently. After that, the researcher and the students identified the generic structure of that text together. The students understood it that they could answer the questions. Then, they tried to identify the language feature of the text. When they discussed it, it

seemed that they had understood about it. The researcher also reminded them about the spelling, punctuation, and capitalization.

After there were no more questions from the students, she continued the activity of that day. In the next activity, the students identified whether the ten sentences were true or false. They had to change the wrong sentences into the correct ones. After that, they had to do the exercise about passive voice and simple present tense. There were twenty questions that the students did. They worked in pairs, so they could share their knowledge each others. The situation is explained below.

<p>After that, the students were asked to do the next tasks which were about passive voice and simple present tense. They could do the task with their partner. The situation of the class was noisy because they discussed each others.</p>
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(Field note 7, November 20th, 2013)

After finished in discussing the task before, the researcher asked the students to do the task about the life cycle of mosquito. She asked them to fill in the blank with the words provided. After they understood what they should do, they started to do the task. They were enthusiastic in doing the exercise. They discussed with their tablemate. They opened the dictionary and sometimes asked the researcher. The following field note describes the situation. From the field note, it is obvious that the researcher controlled the class activities. This conclusion can therefore be said to have process validity.

The students started to do the task as what R instructed. They opened the dictionary or other equipment to look for the meaning from the difficult vocabularies. The situation in the classroom was busy because the students discussed with their tablemate. R got around the class to supervise the students. Sometimes some of them asked R some questions.

(Field note 7, November 20th, 2013)

They did their works for about 20 minutes. The researcher then discussed the answers with the students. She reminded them about the correct forms of the sentences, such as conjunction, capitalization, and sentence parallelism. It seemed that they listened to the researcher's explanations carefully. Sometimes when the researcher explained, she asked whether the students understood or not. She just intended to make sure that all students could grasp the materials well.

Before the researcher continued the activities, she asked the students whether it was already clear or not. If there was unclear explanation, she would repeat to explain it. They stated that they actually understood the materials. Therefore, the researcher could move to the next activity. The next activity was about making sentences based on the pictures given. There were five pictures in that task, so the students had to make five sentences. After getting the instructions from the researcher, they began to make sentences based on the pictures given. In this task, the students had to do the exercise individually. They practiced to make a correct sentence by themselves because that was the last task before the students had to do the final post – test. As usual, the researcher moved around to make sure that the students did their work individually. Some of them also asked the researcher whether their sentences were right or wrong. The following box

contains a note taken on that day that reflected the teaching and learning process.

It belongs to the process of validity.

The students began to do the exercise as what R instructed. In this task, they had to do individually. They looked serious to do the exercise. R got around the class to supervise the students. Sometimes some of them asked R some questions. The situation in the classroom was busy because the students who could do the task helped their friends to do the exercise.

(Field note 7, November 20th, 2013)

After several minutes, most of them finished doing the exercise. Then, the researcher asked some students to write their sentences on the white board. From those sentences, it could be said that the students had understood about the materials. They understood the use of correct capitalization, and parallelism of the sentence. However, there was a mistake about punctuation. One student made a mistake in using a coma sign. He said that he understood about the material, but he just was not aware about it. From that case, the researcher reminded more and more to the students that they had to be aware about the punctuation, capitalization, spelling, sentence structure, and parallelism of sentence because those aspects were very important in their writing. The following box contains a note taken on that day that reflects the teaching and learning process.

After the students finished the task, R asked them to write their sentences on the whiteboard. After they finished writing on the board, R checked their sentences. The students corrected their sentences in their books. Overall, their sentences were acceptable. However, some of them were not aware and did simple errors. They forgot about the punctuation. R emphasized that the students have to be more aware of the errors.

(Field note 7, November 20th, 2013)

Before closing the teaching and learning process, the researcher asked the students whether they still had difficulties or not. Then, she decided to review the materials that they had learned before. It could activate the students' understanding about it. The following box contains a note taken on that day that reflects the teaching and learning process.

After finishing all the materials on that day, R confirmed whether the materials were clear or not. Finally, the researcher reviewed the overall materials about the explanation text started from its language features, social function, generic structure, conjunctions, punctuation, capitalization, and spelling. The review aimed to stimulate the students' memory because there would be the post – test in the next meeting. After she finished explaining, the researcher asked them again. She asked whether the materials so far were clear and understandable or not. Most of them said that they have understood about the explanation text more than before.

(Field note 7, November 20th, 2013)

Suddenly the bell rang. It means that the class had to be ended on that day. The researcher reminded them to prepare for the post – test in the next meeting. Then, she said goodbye and left the classroom.

b. Second Meeting

The second meeting was held on Saturday, November 23rd, 2013. In this meeting, the students had to write an explanation text. It was about the life cycle of butterfly. Their writing was scored as the post – test of Cycle 2. The researcher entered the classroom. She greeted the students warmly. She then checked their attendance list. Nobody was missing on that day. That was good because all of them could participate in the test. The researcher had a little talk with them. It

aimed to relax them before they did the test. Besides, it aimed to remind them about the explanation text briefly.

She provided the answer sheets to the students after knowing that they were ready. She explained what they had to do. They had to write an explanation text about the life cycle of butterfly based on the picture series given. In every picture, there was a rubric that contained list of vocabularies. The students could use the vocabularies provided to help them in composing a text. In doing this post – test, the students had to apply what they had learned about the explanation text in the previous meetings. They were allowed to open their dictionary as long as they did the test individually.

After they were ready, the researcher instructed them to start writing the explanation text. They wrote the text seriously. The situation in the classroom was quiet. It was not like the previous meetings when they were noisy. The researcher walked around to control them. Sometimes she asked some of them to be quiet. When the researcher informed the students that there were ten minutes left, they seemed panic.

The following box contains a note taken on that day that reflected the teaching and learning process.

The students did the test calmly. However R reminded the students who were noisy sometimes. R got around the class to supervise the students. R alarmed the students that there were 10 minutes to go. Some of them looked nervous. R reminded them again in the last 5 minutes. There were some students who finished doing the posttest.

(Field note 8, November 23rd, 2013)

Finally, the time was up and the students submitted their works. She gave a mark as the post – test in Cycle 2. At the same time, the teacher came to the class and told that the researcher could use the rest time to interview the students. She used that time effectively to interview the students. After she finished interviewing some students there, she thanked to the students for their participation and she delivered her expectation that all of them would get success in their National Examination.

Finally, the time was up. The researcher then went outside the classroom. The researcher gave a mark as the post – test in Cycle 2.

3. Reflection

Finally, the researcher did not find any significant problem in the second cycle. The students did good progress on their writing skill. They seemed enthusiastic and interested in learning English writing. Picture series were one of the reasons why they enjoy the teaching and learning process. The materials that were given by the researcher were various than before. The following description consists the discussion between the researcher and the teacher about the actions that had been done. The conclusion can be said as the process validity.

- R: *“O ya Bu, menurut Ibu, selama ini bagaimana saya megajar di kelas Bu?.”* (OK Ma’am. What’s your opinion about my teaching performance so far?)
- T: *“Sudah bagus, manajemen siswa, kelas, waktu. Materinya juga bagus. Mungkin agar lebih luwes saja. Tapi itu proses kok. Kalau sudah lama jadi guru juga akan luwes sendirinya. Sesuai jam terbangnya nanti”* (It’s getting better. I mean you’re better in managing the students, the class, and the time now. You have good teaching materials. You just need to relax more. It’s only a matter of time and process.)
- R: *“Kalau dari perkembangan siswa bagaimana, Bu?”* (Well, what about the students’ improvement then?)
- T: *“Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, tense, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.”* (Overall, they are much better in writing. Their ability in vocabulary, punctuation, spelling, tenses, structure, capitalization and so on are getting better. They still make mistakes but they show positive improvement at least.)
- (Teacher-Interview 3, November 23rd, 2013)

They could find their ideas autonomously through picture series. When they did the task both in – pairs and groups, they could share their ideas each other. They could also work independently when they had individual tasks. They had positive responses on the materials. The conclusions are supported by the following interview transcript between the researcher and the teacher. It took place in the school office of SMA N 2 Sleman. It can be claimed as the process validity.

- R: *“Lalu menurut ibu penggunaan picture series ini efektif tidak Bu dalam membantu writing siswa?”* (Well, Ma’am, do you think that picture series can improve the students’ writing skill?)
- T: *“Oh ya ya. Gambar- gambarnya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan proses- prosesnya. Lalu kosakata yang disebelah gambar itu mbak, itu juga membantu siswa ya dalam penulisan. Karna kan siswa tu masih bingung dalam penggunaan vocabnya, nah dengan adanya daftar kosakata itu cukup membantu. Ya pada intinya media tadi meningkatkan kemampuan menulis siwa.”* (Oh, I think the picture series helped the students to explore their idea. So, they can explain the process clearly. The list of vocabularies can help them to use the correct words. One of their problems is that they are still confused to choose the appropriate vocabularies so it can help them to use the correct vocabularies. In short, picture series can improve the students’ writing skill.)
- R: *“Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah cycle 2 ini Bu. Lalu, kalau menurut Ibu, ada subskill yang masih harus ditingkatkan tidak Bu?”* (Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pre – test until Cycle 2. And then, according to you, are there any subskills that must be improved?)
- T: *“Ya sebenarnya dengan media yang Mbak sudah ajarkan itu cukup meningkatkan siswa dalam hal vocabulary yg dibantu dengan daftar kosakata, lalu ada peningkatan juga dalam hal pengembangan ide dengan gambar- gambar yang disediakan lalu penggunaan simple present tensenya juga saya rasa cukup baik. Namun kadang masih ada salah- salah sedikit dalam pola kalimat gitu kan mbak, ya namanya juga bahasa asing, gak bisa 100% benar begitu.”* (Actually, through this medium, the students’ vocabulary improved because there was vocabulary lists in every picture. Then, there was also an improvement about developing their ideas through picture series given. In addition, the use of simple present and passive voice was good enough. Although there were still some mistakes in sentence structure.”

(Teacher-Interview 3, November 23rd, 2013)

Based on the interview transcript above, the students’ writing skills improved. The facts that picture series could improve their writing skill were supported by the transcripts of the interview between the researcher and the students. The teacher as an observer said that the students were more enthusiastic in learning English writing. The teacher also stated that the researcher prepared

various materials that could attract the students' attention. In fact, they did not get bored easily during the teaching and learning process. The researcher gave so clear instructions to them that they could simply catch the instructions. The most significant difference between before and after the actions was that the students' skills on writing increased because of well-prepared materials. The conclusions are also supported by the transcript of interview between the researcher and the students. It can be said as the process validity.

- R: *Ada bedanya gak dek menulis dengan media gambar dan menulis gak pake gambar?* (Is there any difference between writing with pictures and without pictures?)
 S: *Jelas ada sih mbak.* (Yes, of course.)
 R: *Apa itu?* (What's that?)
 S: *Ya pas nulis kalo pake gambar tu lebih terarah gitu mbak gak bingung bingung mau nulis apa.* (If I write with the pictures, I am not confused to organize the text.)
 R: *Maksudnya pas nulis proses- proses terjadinya sesuatu di explanation text gitu ya?* (Do you mean in organizing the process in explanation text?)
 S: *Yak itu mbak.* (Yes, that's right.)
 R: *Okay. Kalo daftar kosakatanya itu gimana?* (OK. What about the vocabulary lists?)
 S: *Itu membantu banget sih soalnya aku suka gak bisa milih kata bahasa Inggris yang pas buat nulis gitu.* (They help me so much in writing because I don't have ability in choosing the appropriate vocabulary.)
 R: *Sip deh. Terus gimana kamu menilai kemampuan menulis kamu setelah menggunakan media gambar ini? Mungkin lebih pede gitu atau gimana?* (Well, can you describe your ability in writing after using the picture series? Did your skill improve after the actions of two cycles?)
 S: *Ya kemampuan nulis ku jadi nambah.* (Yes, it can improve my skill of writing.)
 R: *Di bagian mana tu nambahnya?* (In what terms?)
 S: *Ya tadi kosakatanya itu.* (As I stated before that is vocabulary.)
 R: *Kalo idenya gitu gimana?* (What about the idea?)
 S: *Aku bisa punya gambaran buat nulis.* (I can organize my idea well.)
 R: *Oya terus kalo tentang tensenya yang dipake di explanation text gimana?* (And what about the tense in explanation text?)
 S: *Jadi lebih ngerti sih.* (I understand it better.)

(Student-Interview, November 23rd, 2013)

Overall, the students said that the implementation of picture series could make their writing better. This conclusion is supported by the following transcript.

<p>R: <i>Ok, ada bedanya gak menulis pake gambar dan gak pake gambar?</i> (Okay, is there any difference between writing with pictures and without pictures?)</p> <p>S: <i>Ada.</i> (Yes, it is.)</p> <p>R: <i>Apakah itu?</i> (What is that?)</p> <p>S: <i>Aku punya ide lebih buat nulis kalo pake gambar.</i> (I have more idea when using pictures in my writing.)</p> <p>R: <i>Kalo daftar kata kerjanya membantu gak?</i> (What about the list of vocabularies?)</p> <p>S: <i>Itu juga mbantu buat bikin kalimat.</i> (It also helps me to make a sentence.)</p> <p>R: <i>Pertanyaan terakhir. Ada peningkatan gak kemampuan menulis kamu kalo pake picture series?</i> (This is the last question. Is there any improvement in your writing skill using the picture series?)</p> <p>S: <i>Yap pasti. Ide dan kosakataku jadi meningkat.</i> (Yes, of course. It is about my ability in organizing idea and the vocabulary.)</p> <p style="text-align: right;">(Student-Interview, November 23rd, 2013)</p>
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At the end of Cycle 2, the researcher gave a mark as the posttest of Cycle

2. The following was an example of students' writing.

Name : Agrib M.A.
No. : 04

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

The Butterfly Lifecycle

General statement: Every living creature are ~~are~~ certain to do metamorphose. Such as butterfly, The metamorphose of butterfly is perfect metamorphosis. Because ~~its~~ it is from egg, and then become caterpillar, pupa, and the final is become a butterfly.

Explanation: The egg of butterfly usually oval type and circle type. Butterfly usually lays their egg on the leaf. Next, when the egg hatches, it will become a caterpillar. They will find their own food by eating leaf. After that, caterpillar grows and re-form become cocoon. In this stage, caterpillar does like hibernation. They will shed their shell and after that come out in butterfly form. ~~Butterfly~~ Butterfly has a pair of wing or more. Before they die, they will produce egg.

Closing: Butterfly usually lives around one week until a year, depend of the type. They will reproduce egg before they die. They produce egg once in a year or more in a year, depend of their type too.

(Appendix 7, Agrib's work)

Based on the students writing, it was obvious that they still made some mistakes but those were not as many as the mistakes in the previous tasks. This conclusion is also supported by the similar conclusion based on the result of interview between the researcher and the student as presented below. This conclusion could be said to have outcome validity.

R: "*Dek Elmita, tadi sudah menulis dengan media gambar ya?*" (Dek Elmita, did you write with picture media?)

S: "*Iya.*" (Yes.)

R: "*Ada bedanya gak dek menulis dengan media gambar dan menulis gak pake gambar?*" (Is it different from the previous when you had no pictures?)

S: "*Jelas ada sih mbak*" (Yes, of course, miss.)

R: "*Apa itu?*" (What is that?)

S: "*Ya pas nulis kalo pake gambar tu lebih terarah gitu mbak gak bingung bingung mau nulis apa.*" (I am not confused anymore about what will I write if using picture.)

R: "*Kalo rubric yang daftar kosakata itu membantu gak dek dalam menulis?*" (What about the rubric that consists of vocabularies? Is it help you in writing?)

S: "*Membantu banget mbak karena aku jadi tau gitu pake vocab yang mana buat nulis.*" (It helps me so much because I can understand the appropriate verb that I should use in my writing.)

(Student-Interview, November 23rd, 2013)

Another student also stated that she had understood much better after she got picture series in learning writing. The following box contains a conversation between the researcher and the student.

R: "*Tadi kan kalian sudah menulis dengan media gambar ya? Nah itu ada bedanya gak nulis pake gambar dan gak pake gambar?*" (Well, you had some pictures in learning, didn't you? Is it different from the previous when you had no pictures?)

S: "*Iya. Kalo aku nulis pake gambar tu jadi idenya muncul mbak.*" (Yes, it is. When I wrote using picture, I can earn my idea.)

R: "*Kalau rubric yang disebelah gambar itu dek, yang ada daftar kosakatanya, itu membantu dalam menulis gak?*" (What about the rubric that consists of vocabularies? Does it help you in writing?)

S: "*Membantu sih biar bikin kalimatnya gak bingung.*" (It helps in making the sentences, so I am not confused anymore.)

R: "*Terus kalo kemampuan Adik menulis setelah pakai media gambar ini meningkat gak?*" (Does your skill in writing improve using this media?)

S: "*Ya. Jadi lebih mudah mbak jadi punya gambaran mau nulis apa terus vocabnya kan sebagian juga ada jadi ya bikin kalimatnya bisa.*" (Yes it is. It will be easy to generate ideas and some vocabularies help me to make sentences.)

R: "*Kalo tensesnya gimana?*" (What about the tenses?)

S: "*Aku jadi bisa sekarang.*" (I can use the tenses well, now.)

(Student-Interview, November 23rd, 2013)

The teacher also stated that overall; picture series had made the students' writing better. This statement was stated in the following conversation between the researcher and the teacher.

- R: *Kalau dari perkembangan siswa bagaimana, Bu?* (What about the students' improvement then, Ma'am?)
- T: *Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, tense, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.* (Overall, they are much better in writing. Their ability in vocabulary, punctuation, spelling, tenses, structure, and so on are getting better. They still make mistakes but they show positive improvement at least.)
- R: *Lalu menurut ibu penggunaan picture series ini efektif tidak Bu dalam meningkatkan kemampuan siswa dalam menulis?* (Well, Ma'am, do you think that picture series is effective to improve the students' writing skill?)
- T: *Oh ya ya. Gambar- gambarnya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan proses- prosesnya. Lalu kosakata yang disebelah gambar itu mbak, itu juga membantu siswa ya dalam penulisan. Karna kan siswa tu masih bingung dalam penggunaan vocabnya, nah dengan adanya daftar kosakata itu cukup membantu. Ya pada intinya media tadi meningkatkan kemampuan menulis siwa.*
(Oh, picture series helped the students to explore their idea. So, they can explain the process clearly. Then about the list of vocabularies, it can help them to use the correct vocabularies. One of their problems is that they are still confused to choose the appropriate vocabularies so it can help them to use the correct vocabularies. In short, picture series can improve the students' writing skill."
- R: *Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah cycle 2 ini Bu.* (Alhamdulillah. At least we have the same conclusion. What I see is that they show good improvement in writing from pretest until cycle 2, Ma'am.)
- (Teacher-Interview 3, November 23rd, 2013)

After giving some tasks to the students in Cycle 2, the researcher gave the second post – test. The test was used to know the improvement of the students' writing skills. The following table presents the students' scores of writing in Cycle 2.

Table 11: The Students' Writing Scores in Cycle 2

Scores	Categories	Frequency	Percentage
87.5 – 100	Excellent	5	19.23%
75 – 87.4	Very good	13	50%
62.5 – 74.9	Good	8	30.76%
50 – 62.4	Fair	0	0%
37.5 – 49.9	Poor	0	0%
25 – 37.4	Very poor	0	0%
Mean	77.50		
SD	7.78		

It could be seen from Table 11 that the frequency of the good, very good, and excellent categories increased significantly. The following were the details of the improvement; *excellent (3 student), very good (10 students), and good (13 students)*. All of the students have good writing skills. Meanwhile, the mean of the students' scores in Cycle 2 was 77.50.

From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In this cycle, the students' mean score was 77.50. It was higher than the ideal mean score. It means that the students' skills in writing were better. Besides, the standard deviation was 7.78. It was lower than the ideal standard deviation. It means that the students' achievement was homogenous. Based on the students' mean score and the standard deviation values, it could be said that most of the students got high scores homogeneously.

Comparing the writing post – test mean score in Cycle 1 with the writing post – test mean score in Cycle 2, the researcher concluded that the students'

writing score increased significantly because of the use of picture series. All of the students had good writing skills. It could be seen from the scores. The worst score was in the good category. It means that they had good writing skills. Here are the details of the scores. The excellent category of writing scores improved from 2 to 5 students. The very good category was from 5 to 13 students. On the good category, it improved from 6 to 8 students. The mean score increased from 13.54 to 15.50. The following table is the comparison of the students writing scores in Cycle 1 and Cycle 2.

Table 12: The Comparison of the Students' Writing Scores in Cycle 1 and Cycle 2

Scores	Categories	Cycle 1		Cycle 2	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	2	8%	5	19.23%
75 – 87.4	Very good	4	16%	13	50%
62.5 – 74.9	Good	9	36%	8	30.76%
50 – 62.4	Fair	10	40%	0	0%
37.5 – 49.9	Poor	1	4.17%	0	0%
25 – 37.4	Very poor	0	0%	0	0%
Mean		67.70		77.50	
SD		9.49		7.78	

Table 13: Paired-Sample Statistic - Cycle 1 and Cycle 2

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 2	Posttest 1	67.70	26	9.49
	Posttest 2	77.50	26	7.78

After implementing the actions in Cycle 2 and the post – test, the researcher and the teacher reflected the actions. They discussed in order to evaluate the actions. From the implementation of the actions in Cycle 2 and the post – test, it was revealed that the application of picture series improved the students' writing ability. The students had only few mistakes on organizing idea, using correct punctuation and capitalization and using appropriate vocabulary.

4. Summary

Based on the reflection above, there were some actions that were successful in this cycle. The successful actions are described as follows.

The improvements of Cycle 2

- 1) The students composed the paragraphs cohesively and developed the paragraph well. The researcher gave the rubrics in every picture that consists of vocabularies. It helped them to make the sentences.
- 2) The students' writing skills improved well. Wright (1992: 68) states that picture can be used to challenge or to encourage students to tell stories. It means that by giving students pictures, it was easier for them to get ideas. After they understood the ideas, it was easier for them to generate and develop ideas.
- 3) The students took part in the writing process. They were actively doing the tasks in pairs and individual working. This condition provided them with many benefits. In pairs, they discussed some topics with their partner in order to develop their ideas. When they worked individually, they

developed their self-ability in writing. In addition, the students showed that they did not depend on their friends' works when doing the tasks.

- 4) The students' involvement also increased because of the implementation of picture series. The pictures attracted the students' attention and interest, so that they did not feel sleepy and bored during the teaching and learning process. Furthermore, they listened to the researcher's explanations. They also showed their enthusiasm by being active to answer the researcher's questions in every task.

D. General Findings

This section consists of qualitative and quantitative data. The qualitative data deal with the general findings of the result in each cycle, while the quantitative data present the result of the students' writing scores. The following descriptions were the findings on the use of the picture series in improving the students' writing skills.

1. The Improvement during the Actions

The improvement of the students' involvement in teaching and learning process using picture series can be specifically described as follows.

1. Students' involvement

After implementing the picture series, the researcher and the collaborator found that picture series improved the students' interest in writing. They showed their involvement during the lesson. It could be seen when the

researcher asked them to write the answers on the whiteboard, they felt enthusiastic to do that. The pictures also attracted the students' attention because they did not talk to each other during the teaching and learning process. Furthermore, the strategies in implementing picture series got the students' eagerness in doing the writing process.

2. Students' autonomous learning

After giving picture series with various tasks that could be done by the students both in pairs and individually, the students had autonomous during teaching and learning process. It could be seen; when they were asked to do the tasks in pairs, they could discuss it. The students who had understood well about the materials helped their partner grasp the materials. So, when the students were asked to do the next task individually, they did it by themselves without depending on their friends' works.

3. The use of picture series

Picture series was successful to help the students to organize and to develop their ideas in a good order. It could be seen from the students' works that consisted of more sentences compared to their works before implementing the actions. In addition, the rubric of vocabulary lists helped them to make sentences with the correct words. So, their lack of vocabulary can be decreased. Furthermore, by practicing writing, the students created a good explanation text with a few mistakes in punctuation and language use.

Besides the improvement of the students' motivation during the research, the researcher and the collaborator also found other findings about students' writings which are explained in the table below.

Table 14: The Results of Students' Writing in the Research

Aspects of Writing	Pre- condition	Cycle 1	Cycle 2
Content	Many students could not develop their ideas and some of their writings could not be evaluated.	Some students could develop the topic based on the picture series given. However, they could only produce limited sentences.	Most students could develop the topic based on the picture series with the right components of an explanation text. They also could produce more supporting sentences related to the picture series.
Organization	Many students could not put their ideas clearly and orderly. Their writings were loosely organized in the terms of the generic structure of explanation text.	Some students could write their ideas in a good organization of explanation text based on the picture series.	Most students could write a good explanation text in a good organization based on the picture series.
Vocabulary	Many students had difficulties in the word choice so that the meaning was not appropriate.	Some students could use effective words because there were rubrics of listing vocabulary in every picture of picture series given. But the rests still made mistakes in choosing the word.	Most students could use effective word choice and word form mastery because there were rubrics of listing vocabulary in every picture of picture series given.
Language Use	Many students did some errors of agreement, tense,	Some students did few errors of tense, agreement, and	Most students could write effective

	word order, articles, pronoun, and sentence construction.	sentence construction.	construction and only few errors in tense, agreement, and word order.
Mechanics	Many students were not aware of applying punctuation, spelling, and capitalization.	Some students were more aware of punctuation, spelling, and capitalization.	Many students were more aware of punctuation, spelling, and capitalization.

2. The Improvement of Students' Writing Scores

In this part, the researcher presents the students' writing score in the pre – test, post – test 1, and post – test 2. The researcher analyzed the students' mean score in all aspects of writing namely content, organization, vocabulary, language use, and mechanics. The tables below show the mean score of each aspects of writing.

Table 15: Students' mean score in the content aspect

Component	Pre – test	Post – test 1	Post – test 2
Content	2.28	3.24	3.50

The students' mean score in the content increased after the actions during the implementation of picture series. The students' gain score was obtained by comparing the students' mean score of pre – test and post – test 2 which was 1.22.

Table 16: Students' mean score in the organization aspect

Component	Pre – test	Post – test 1	Post – test 2
Organization	2.05	2.82	3.17

Table 16 presents the students' mean score in the organization aspect. After implementing the actions in the research, the students' mean score in organization increased. The students' gain score compared from pre – test and post – test 2 in the organization aspect was 1.12.

Table 17: Students' mean score in the vocabulary aspect

Component	Pre – test	Post – test 1	Post – test 2
Vocabulary	1.86	2.66	3.21

According to the table, the students' mean score in the vocabulary increased during the research. In pre – test, the students' mean score was 1.86, in the post – test 1 the students' mean score increased 2.66. The students' mean score in the post – test 2 was 3.21. The gain score of this aspect was 1.35.

Table 18: Students' mean score in the language use aspect

Component	Pre – test	Post – test 1	Post – test 2
Language Use	1.57	2.32	2.82

Table 18 presents the mean score in the language use aspect which was attained by students. It could be seen that the students' mean score in this aspect increased in every cycle. In the pre – test, the students' mean score was 1.57. In the Cycle 1, the students' mean score increased 2.32. Then in the post – test 2 the students' mean score was 2.82. The gain score was obtained by comparing the students' mean score of pre – test and post – test 2 which was 1.25.

Table 19: **Students' mean score in the mechanic aspect**

Component	Pre – test	Post – test 1	Post – test 2
Mechanic	1.88	2.50	2.78

The students' mean score in the mechanic aspect increased after the actions during the implementation of picture series. In the pre – test, the students' mean score was 1.88. In the post – test 1, the students' mean score increased 2.50 and became 2.78 in post – test 2. The students' gain score was obtained by comparing the students' mean score of pre – test and post – test 2 which was 0.90.

The table below shows the students' score from pre – test, post – test 1, and post – test 2.

Table 20: **The Students' Mean Scores of Writing in the Pre – test, Cycle 1, Cycle 2**

Scores	Pre – test	Post – test 1	Post – test 2
Mean Score	48.36	67.70	77.50
SD	13.56	9.49	7.78

Table 20 shows the increasing mean of the five aspects of writing obtained by students from the pre – test, post – test 1, and post – test 2. The result of the analysis of their scores in the pre – test showed that the mean was 9.67, in post – test 1 the mean was 13.54, and in post – test 2 the mean was 15.50.

The researcher analyzed the percentage of writing score development. It was divided into six categories, namely excellent, very good, good, fair, poor and very poor for each cycle. The analysis result of the each cycle is presented in Table 21.

Table 21: The Improvement of the Students' Writing Scores in the Pretest, Post – test 1, and Post – test 2

Categories	Frequency		
	Pretest	Post – test 1	Post – test 2
Excellent	0	2	5
Very good	0	4	13
Good	7	9	8
Fair	5	10	0
Poor	8	1	0
Very poor	6	0	0

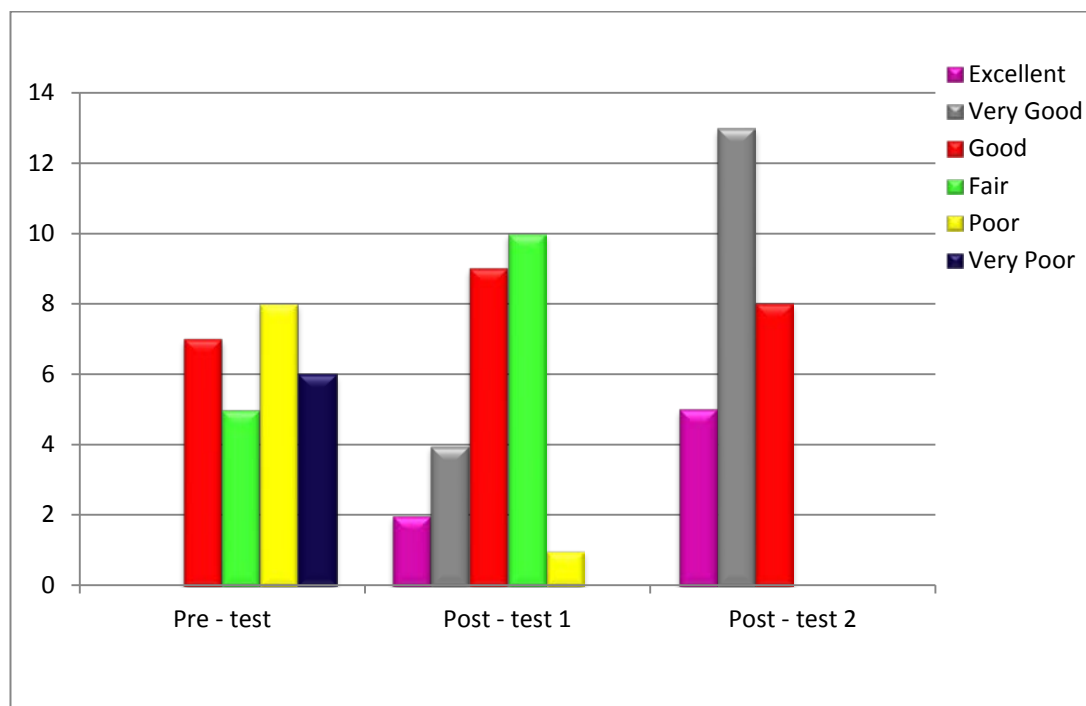
Table 21 shows that the students' writing skills generally increased. Overall, the frequency on the very poor category decreased from 6 to 0 student. On the poor category, the frequency also decreased from 8 to 0 student. Furthermore, the frequency on the fair category decreased from 5 to 0 student. Meanwhile, the frequency on each good, very good, and excellent category increased significantly. Here are the details of the improvement; good category (7 to 13), very good category (0 to 10), and excellent category (0 to 3). It means that the students' writing skills improved significantly.

Comparing the writing pre – test mean score with the writing post – test mean score at the end of Cycle 2, the students’ writing scores increased because of the pictures series utilization. The mean increased from 48.36 to 77.50. The following table presented the result of students’ writing score in pre – test and post – test.

Table 22: The Comparison of the Students’ Writing Scores in the Pretest and Post – test 2

Scores	Categories	Pretest		Post – test 2	
		Frequency	Percentage	Frequency	Percentage
87.5 – 100	Excellent	0	0%	5	19.23%
75 – 87.4	Very good	0	0%	13	50%
62.5 – 74.9	Good	7	26.92%	8	30.76%
50 – 62.4	Fair	5	19.23%	0	0%
37.5 – 49.9	Poor	8	30.76%	0	0%
25 – 37.4	Very poor	6	23.07%	0	0%
Mean		48.36		77.50	
SD		13.56		7.78	

From the following table, it can be seen that the use of the picture series showed a significant difference in the students’ writing skills. It was shown from the result of the pre – test and the post – test scores. Finally, it could be said that the use of the picture series improved the students’ writing skills. The researcher also presents the improvements of students’ writing skills in six categories. It can be seen from the following chart.



CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter provides information about the conclusions of the research, implications, and suggestions. The discussions of each point will be presented as follows.

A. Conclusions

This study belongs to action research. The research involved one of the English teachers and students of the Grade XII Science 1 at SMA Negeri 2 Sleman. It was carried out from November 6th to November 22nd 2013. There were two meetings in a week. The objective of this research study was to improve the writing skills of the Grade XII Science 1 students through the use of picture series.

Based on the information obtained from the discussion in the previous chapter, the implementation of picture series in the teaching and learning process of writing is proved to improve the students' skills in writing. The improvement descriptions are presented below.

1. The students' writing skills in five aspects, i.e content, organization, vocabulary, language use, and mechanic, increased after implementation of picture series. The students found difficulties in generating ideas previously. After they got picture series, they were stimulated to generate and develop their ideas. They had a guideline about what they would write. The second problem was related to the text organization. By using picture

series, they knew how to organize the text well because it provided the sequence of pictures. The next problem was the low vocabulary mastery. They got more new words through picture series with the rubrics. When they had pictures and rubric consisting of vocabulary, they could use the vocabulary provided to make a sentence based on the pictures. When they did not know some words to explain the pictures, they tried to find them by using their dictionary. Therefore, picture series enriched their vocabulary. The next problem was related to the mechanics which are punctuation and capitalization. Previously, they were not aware of how to use the appropriate punctuation and capitalization. By doing the tasks in the action of the cycle 1 and cycle 2, they could use the punctuation and capitalization better. When they knew how to use those well, their sentence structure was better too. Overall, the process of improving their writing skills using picture series could be administered well.

2. The improvements of the students' skills in five aspects of writing and their motivation contributed to the effective teaching and learning process of writing. Before the actions were conducted, the students were less motivated in the teaching and learning process. It could be seen from their participation in class. When the teacher asked them to write down their answers in front of the class, there were few students who wanted to do it. Furthermore, when the teacher explained the materials taught, some of the students talked to their friends and did another activity like doing their homework. After the implementation of the actions, they were more

enthusiastic to get involved in teaching and learning process. They became active and paid attention during the lesson. In addition, the students were autonomous in learning without depending on their friend's works in doing the tasks. In conclusion, the use of picture series motivated the students in the teaching and learning process of writing.

3. The improvements of the students' writing skills are also supported by the improvement of their writing scores. From the scoring rubric, the researcher found that the ideal mean score was 62.5 and the ideal standard deviation was 12.5. In addition, their scores in writing were getting better over time. The mean score of the pre – test was 48.36; Cycle 1 was 67.70. Meanwhile, the students got 77.50 in Cycle 2. Besides, in the pre – test, the standard deviation was 13.56. It means that their achievement was heterogeneous because the standard deviation was higher than the ideal one. Furthermore, in Cycle 1, the standard deviation was 9.49. It was lower than the ideal standard deviation. It means that their achievement was homogeneous. In Cycle 2, the standard deviation was 7.78. It was lower than the ideal standard deviation. It means that their achievement was homogeneous as well as the students' mean score that was higher than the ideal mean score in this cycle. Finally, it could be said that the use of picture series could improve the students' writing skills.

Overall, it could be concluded that the use of picture series could improve students' writing skills. Through the activities in it, students were able to generate and develop their ideas through a series of pictures given. They also could

compose an explanation text with the correct sentences, because the rubrics that contain of vocabulary helped them in using appropriate words. Besides, in this research, the researcher found that the picture series could make students enjoying the learning process. They did not get bored because they were given a series of picture that could stimulate their enjoyment.

B. Implications

Based on the results of the research, it was found that the students' writing skills improved. The implications of the actions are described as follows.

1. The use of picture series improved the students' skills of writing explanation texts in five aspects of writing, i.e content, organization, vocabulary, language use, and mechanics. It implies that the teacher needs to use picture series in teaching writing since there were improvements of students' writing scores in each aspect..
2. The use of picture series also improved the students' motivation in the English teaching and learning process of writing. They became more active and enthusiastic during the lesson. It implies that the teacher needs to use picture series in teaching and learning process of writing. This does not mean that the teacher has to use picture series in every meeting but sometimes the teacher can use this as media in teaching writing. It also implies that the teacher must be creative to design the activities with various media because it can attract students' attention in learning writing.
3. The use of picture series created the situation that more enjoyable than before. It was proved by the students who are enthusiastic to do the tasks

because the pictures attract their attention. It implies that the teacher needs to use picture series as media in teaching writing to make the students have various activities in the teaching and learning process. So, they do not feel bored and sleepy during the lesson.

C. Suggestions

Based on the conclusions and implications that have been explained above, some suggestions can be directed toward the English teacher, students, and other researchers. They are presented below:

1. For the English teachers

The results of the research showed that the picture series had positive affects in improving the students' writing skills. It could be seen from their involvement in teaching and learning process and their writing scores improvement. It is suggested that the English teachers could apply and explore more deeply the application of picture series in improving the students' writing skills. It is very useful for them to use picture series in composing their explanation text.

2. For the students

Picture series stimulated the students' written responses. It was much easier for them to generate and develop ideas by using picture series. They would get more ideas to write. Furthermore, the rubric that consists of vocabularies could help them in making sentences. They could use the appropriate vocabulary in their sentences. Picture series also attract the students' interest and motivation in teaching and

learning process. Therefore, it is better for them to continue these activities in the future.

3. For other researchers

This study only gives an emphasis on the use of picture series to improve students' writing skills. It is suggested that the other researchers could conduct the other studies of the same issue in the other skills.

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APPENDICES

Appendix 1

Field Notes

FIELD NOTES

Field Note 1

Hari/ Tanggal : Sabtu, 19 Oktober 2013

Tempat : Ruang Guru

Peneliti (P) datang ke sekolah untuk menanyakan kembali perihal penelitian yang akan dilakukan di sekolah tersebut. Sebelumnya, peneliti telah melakukan pembicaraan kepada pihak sekolah (Guru Bahasa Inggris) terkait dengan penelitian tersebut. Berikut ini adalah urutan perjalanan P:

1. P pertama kali bertemu dengan Pak Slamet selaku pegawai TU dan mengutarakan keperluan P datang ke sekolah.
2. Pak Slamet langsung menyuruh P untuk menunggu di ruang tamu dan memanggil Ibu Susan, Ibu Guru Bahasa Inggris.
3. P menunggu di ruang tersebut, kemudian Ibu Susan datang menemui P.
4. Kemudian P mengutarakan kembali maksud kedatangannya ke sekolah.
5. Ibu Susan langsung mengetahui maksud kedatangan P tanpa P menjelaskan dengan panjang lebar. Beliau langsung menanyakan kelas berapa yang akan dijadikan objek penelitian, beserta media penelitian.
6. P menjawab dengan singkat dan Ibu Susan telah menangkap gambaran penelitian akan seperti apa. Beliau pun mengutarakan bahwa secara pribadi siap mendampingi P. Ibu Susan menyarankan untuk mengurus surat izin observasi dan penelitian untuk legalitasnya serta menyerahkan proposal skripsi kepada Ibu Susan.
7. Pada saat itu P juga membuat janji untuk kembali menemui Ibu Susan untuk melakukan observasi dan membahas lebih lanjut mengenai berbagai hal yang terkait dengan penelitian. Akhirnya disepakati P datang ke sekolah lagi pada tanggal 23 Oktober 2013.
8. P kemudian pamit untuk pulang dan mulai mempersiapkan segala sesuatunya.

Field Note 2

Hari/ Tanggal : Rabu, 23 Oktober 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1

P : Peneliti

G : Guru Bahasa Inggris

P datang ke sekolah pukul 07.00 saat pelajaran jam pertama di sekolah belum dimulai. G akan mengajar di kelas XII IPA 1 pada jam ke-1 dan 2 yang dimulai pukul 07.15- 08.45. P langsung menuju ruang guru dan menemui Ibu Susan. Setelah bel berbunyi, P dan G masuk kelas. Sebelum pelajaran dimulai, G memperkenalkan maksud kedatangan P kepada siswa. P duduk di kursi paling belakang untuk mengamati proses pembelajaran dalam kelas tersebut. Berikut ini adalah rincian proses tersebut.

1. Saat bel tanda masuk jam pertama telah berbunyi, para siswa masih banyak yang diluar kelas. G lalu menyuruh mereka masuk ke kelas karena pelajaran akan segera dimulai.
2. G mengawali kelas dengan mengucapkan salam, mengecek presensi siswa dan berdoa. Beberapa siswa seperti tidak menyadari bahwa pelajaran akan dimulai, mereka masih terlihat sibuk dengan PR mata pelajaran selanjutnya dan beberapa ada yang berbicara dengan temannya.
3. G lalu menanyakan PR dari LKS lalu menyuruh siswa untuk menulis jawabannya dengan kalimat lengkap sesuai bacaan di papan tulis.
4. Saat guru bertanya, "*any volunteer who want to write down the answer?*", terlihat hanya ada beberapa siswa yang mau maju untuk menuliskan jawaban ke papan tulis. Jadi untuk sisa soalnya, G harus menunjuk siswa agar mau maju.
5. Setelah itu, G mengecek jawaban yang telah ditulis oleh para siswa. Saat guru menjelaskan tentang beberapa kesalahan yang ada, beberapa siswa terlihat tidak memperhatikan G dan mengobrol dengan temannya.

6. Setelah dirasa cukup, G melanjutkan penjelasannya tentang *generic structure* dan *language feature* dari *explanation text* tanpa memberikan contoh. G berkata, “*If you want to explain how something happen, you have to use simple present tense*, cirinya harus memakai verb1. Contohnya verb1 seperti apa?”. Sebagian siswa terlihat tidak memperhatikan G. Terlihat bahwa mereka tidak menjawab pertanyaan G sampai G mengulang pertanyaannya kembali.
7. Setelah itu G meminta siswa untuk mengerjakan latihan. Siswa diminta untuk melengkapi kalimat- kalimat yang rumpang dengan kata yang telah disediakan. Lalu mereka harus mengidentifikasi *generic structure*. Beberapa siswa masih terlihat bingung dengan instruksi G. Mereka juga terlihat kesulitan dalam melengkapi teks karena tidak tahu arti dari kata-kata tersebut. Akhirnya G menyuruh beberapa siswa untuk meminjam kamus di perpustakaan. Tetapi mereka terlihat enggan untuk membuka kamus.
8. Setelah siswa selesai mengerjakan, G mulai membahas dengan para siswa. G memanggil nama siswa lalu memintanya untuk menjawab secara lisan.
9. Saat ada siswa yang sedang membaca dan menjawab, terlihat beberapa siswa yang tidak memperhatikan dan sibuk dengan aktifitasnya sendiri.
10. Beberapa kali G terlihat menulis informasi tambahan di papan tulis yang dijadikannya sebagai media. Terlihat bahwa siswa membutuhkan media yang lebih menarik agar mereka tertarik untuk aktif dalam proses pembelajaran.
11. Saat G menjelaskan, masih terlihat beberapa siswa yang asyik mengobrol dengan temannya walaupun sudah diperingatkan oleh G.
12. G bertanya “*Is it clear?*”. Beberapa siswa tidak menjawab. Sekali lagi G bertanya. Serentak semua menjawab “*Yes*”.
13. Tepat pukul 08.45, waktu untuk pelajaran bahasa Inggris telah habis. G menyuruh siswa untuk mengumpulkan pekerjaan menulisnya dan mengembalikan kamus yang tadi mereka pinjam dari perpustakaan.

Setelah itu, G mengucapkan salam untuk menutup pelajaran hari itu, lalu meninggalkan ruang kelas disertai dengan P.

14. P tidak langsung pulang setelah melakukan observasi. P berdiskusi dengan G membahas tentang kemampuan siswa dalam pelajaran Bahasa Inggris.
15. P juga mewawancarai GBI saat jam istirahat pertama. P menanyakan tentang pengalaman pengajaran writing Bahasa Inggris.

Field Note 3

Hari/ Tanggal : Rabu, 6 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1

P datang ke sekolah pada pukul 06.55 dan langsung menemui G. Maksud kedatangan P kali ini adalah untuk menjelaskan materi yang akan P berikan dan mengadakan pretest. Pelajaran bahasa Inggris pada kelas XII IPA 1 dilaksanakan pada jam pertama dan kedua yakni dari pukul 07.15- 08.45.

1. P masuk ke Ruang Guru dan langsung menemui G.
2. G menyapa dan beberapa saat berbincang-berbincang dengan P.
3. P bersama dengan G menuju kelas XII IPA 1, setelah bel tanda masuk berbunyi, untuk mengadakan pretest.
4. G membuka kelas dan menyapa siswa. G menjelaskan apa yang akan dilakukan oleh P pada hari itu.
5. Setelah G mempersilahkan untuk memulai kegiatan hari itu, P kemudian menyapa siswa dan menjelaskan maksud kedatangan P di kelas saat itu.
6. P mengawali dengan memperkenalkan diri terlebih dahulu agar lebih akrab dengan siswa. Setelah itu P memanggil satu per satu nama siswa untuk memperkenalkan diri.
7. Setelah itu, P mulai menjelaskan secara garis besar tentang *explanation text*.

8. P membagikan lembar kerja kepada siswa. P menjelaskan bahwa siswa harus menulis sebuah teks mengenai *human respiratory system*.
 9. Setelah semua siswa mendapatkan lembar kerja siswa, mereka mulai untuk menulis sesuai instruksi. P memberikan waktu satu jam pelajaran (45 menit).
 10. Pada awalnya, siswa tampak tenang karena mungkin masih asing dengan P. Tetapi setelah P berkeliling menuju tempat duduk siswa, siswa mulai aktif bertanya.
 11. Setelah selesai, siswa menyerahkan hasil tulisannya kepada P.
 12. P menggunakan waktu yang masih tersisa untuk mewawancarai beberapa siswa tentang kegiatan *pretest* yang telah dilakukan tadi.
 13. Akhirnya belpun berbunyi tanda pelajaran berakhir. Setelah P menutup pelajaran pada hari itu, P dan G kembali menuju ruang guru.
 14. P menyerahkan draft RPP yang akan dilaksanakan oleh P pada saat penelitian.
 15. GBI membaca draft yang telah P susun. GBI menanyakan bagaimana langkah-langkah mengajar yang akan dilaksanakan.
 16. P menjelaskan secara rinci tentang bagaimana langkah-langkah, materi yang akan diberikan dan juga tujuan dari latihan-latihan yang akan P laksanakan. GBI memberikan beberapa masukan kepada P untuk menyempurnakan RPP.
 17. Setelah selesai, G menginstrukan untuk segera memulai penelitian. G memberikan waktu sebanyak 4 pertemuan bagi P. Akhirnya P dan G sepakat bahwa pertemuan pertama akan dimulai pada tanggal 9 November 2013.
- P berpamitan kepada G dan menyampaikan terimakasih atas waktu yang disediakan dan atas kesediaan beliau untuk direpotkan.

Field Note 4

Hari/ Tanggal : Sabtu, 9 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1, SMA N 2 Sleman

P datang ke sekolah dan langsung menemui G di kantor guru. P menyerahkan RPP yang telah direvisi. Kemudian P meminjam LCD projector ke ruang TU dan menuju ke kelas karena bel tanda masuk jam ke 5 sudah berbunyi. GBI menyusul setelah P mulai mengajar. Berikut ini adalah proses pembelajaran pertemuan pertama pada cycle I.

1. P membuka pelajaran dengan memberikan salam pembuka. Kemudian P mengecek presensi siswa, semua masuk pada saat itu. Tetapi ada beberapa siswa dari kelas sebelah yang ikut masuk. Akhirnya P secara halus menyuruh siswa tersebut untuk kembali ke kelasnya masing-masing.
2. Akhirnya P memulai kegiatan hari itu. P menyampaikan bahwa mulai pertemuan itu selama kurang lebih satu bulan kedepan P yang akan mengajar Bahasa Inggris.
3. P menanyakan materi apa yang sudah diberikan. Siswa saling bersahutan untuk menjawab. P menanyakan jenis-jenis teks yang telah dipelajari. P menyuruh siswa untuk menyebutkan satu persatu dengan menunjukkan jari. Namun siswa diam. P memancing dengan menyebutkan satu persatu. Siswapun kembali menyebutkan bersama-sama, antara lain: narrative, explanation, recount, discussion.
4. Pada pertemuan pertama, P akan memberikan materi tentang explanation teks, yaitu human respiratory system. P mengambil materi tersebut karena materi itu berhubungan dengan pelajaran biologi seperti yang sudah mereka pelajari. P akan membimbing siswa untuk mengenali apa itu explanation text, generic structure, language features, dan social function dari explanation text.

5. Sebagian siswa nampaknya belum cukup familiar dengan explanation text beserta language features dari text tersebut. Mereka dapat menjawab walaupun tidak sempurna.
6. Saat P menjelaskan, G datang dan mendampingi di kursi belakang. Sese kali G ikut bercanda dengan P dan siswa.
7. P membagikan fotokopian yang berisi materi tentang explanation text kepada siswa. Setelah semua mendapatkan, P kemudian memberikan sebuah gambar tentang human respiratory system dengan proyektor untuk menstimulasi pengetahuan dari para siswa. P memberikan beberapa pertanyaan tentang gambar, siswa menjawab pertanyaan P dengan baik.
8. Kegiatan selanjutnya adalah membaca teks yang berjudul *Human Respiratory System*. Dalam teks tersebut, siswa juga diharuskan untuk mencari arti dari kata-kata yang masih mereka anggap asing.
9. Para siswa mulai membaca teks tersebut dengan cukup tenang. Mereka sambil membuka kamus dan perangkat lainnya untuk mencari kata-kata yang asing. Beberapa ada yang bertanya terhadap P jika tidak menemukan arti yang tepat di dalam kamus.
10. Setelah selesai membaca, P bertanya secara lisan tentang isi teks tersebut. Para siswa menjawab bahwa isinya adalah tentang proses pernafasan pada manusia.
11. Setelah itu, P membahas teks tentang human respiratory system. P bersama dengan siswa membahas tentang generic structure dan language feature dari teks tersebut.
12. Setelah dirasa cukup dan siswa sudah tidak ada yang bertanya, P menyuruh siswa untuk mengerjakan task 2 yang berisi tentang pertanyaan dari teks. Siswa mengerjakan soal- soal tersebut dengan teman sebangkunya. P memberikan waktu sejenak untuk sedikit berpikir lalu mulai membahas secara lisan.
13. P kemudian menyuruh siswa untuk menjawab beberapa pertanyaan berdasarkan teks yang baru saja dibahas. Tanpa ditunjuk, siswa sangat antusias untuk menjawab pertanyaan tersebut dengan mengangkat tangan.

Bahkan banyak siswa harus rela tidak mendapatkan giliran untuk menjawab pada latihan tersebut. Hampir semua siswa menjawab soal soal tersebut dengan benar.

14. P kemudian mulai menjelaskan secara keseluruhan mengenai explanation text. P menjelaskan fungsinya, tensesnya, dan urutannya. Hampir seluruh siswa memperhatikan penjelasan dari P, kondisi kelas cukup kondusif.
15. Setelah itu P menyuruh siswa untuk mengerjakan task 3 yakni tentang simple present tense. P menyediakan 12 soal tentang simple present tense. Siswa diminta untuk mengisi kata yang rumpang dengan kata kerja yang telah disediakan dengan benar. Suasana kelas menjadi agak ramai karena berdiskusi dengan teman.
16. Ketika para siswa mengerjakan, P berkeliling ke meja para siswa dan bertanya apakah ada kesulitan. Siswa banyak yang bertanya kepada P tentang simple present tense, bagaimana membedakan verb yang harus ditambah dengan s/es, perubahan verb yang ditambah s/es seperti study menjadi studies. Mereka terlihat masih belum terbiasa untuk mengerjakan latihan seperti itu. Suasana kelas cukup ramai karena mereka saling berdiskusi.
17. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. P meminta siswa untuk menuliskan jawaban di papan tulis. Mereka sangat antusias untuk menuliskan jawabannya di papan tulis.
18. Setelah selesai menuliskan jawaban di papan tulis, P mengoreksi pekerjaan mereka. Hampir semua murid sudah bisa mengerjakan dengan baik, tetapi mereka masih melakukan beberapa kesalahan seperti tidak menuliskan titik di akhir kalimat, mengawali kalimat dengan huruf kecil dan menggunakan huruf besar di tengah kalimat. Lalu P membenarkan penulisan mereka seperti tentang *punctuation*, *spelling*, dan *capitalization*.
19. Bel tanda jam ke 6 berakhirpun berbunyi. Sebelum menutup pelajaran, P menyimpulkan materi yang telah diajarkan. P mengucapkan salam penutup dan memberikan semangat kepada para siswa untuk mengerjakan

try out yang akan diadakan setelah istirahat kedua. Lalu P meninggalkan ruang kelas.

20. P mengembalikan LCD projector ke ruang TU lalu berpamitan kepada GBI.

Field Note 5

Hari/ Tanggal : Rabu, 13 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1, SMA N 2 Sleman

P datang sebelum bel masuk berbunyi. P langsung menuju ruang guru dan menemui GBI untuk membicarakan materi yang akan P ajarkan. P dan GBI masuk ke dalam kelas. Berikut ini adalah rincian proses belajar mengajar pertemuan kedua.

1. P langsung mengambil alih kelas dari awal. P mengawali kelas dengan memberi salam dan memeriksa daftar hadir.
2. P mulai berinteraksi dengan siswa dengan menyapa mereka. Beberapa dari mereka masih terlihat asyik dengan teman sebelahnyanya. P menegur dengan halus, dan kemudian mereka mulai mempersiapkan diri untuk pelajaran.
3. P menanyakan tentang materi pada minggu sebelumnya. P menanyakan teks yang sedang dibahas. Para siswa menjawab explanation text. Mereka menjelaskan bahwa pada pertemuan sebelumnya mereka belajar bagaimana urutan dalam explanation text dan tentang language feature termasuk simple present tense.
4. Setelah merasa cukup, P kemudian membagikan fotokopian lagi berisi tentang materi explanation text. Pada hari itu fokusnya adalah tentang passive voice. Pada hari itu juga akan diberikan review materi sebelumnya.
5. Ketika semua siswa telah dirasa siap untuk memasuki materi maka P memulai dengan membahas materi yang telah diajarkan sebelumnya. Hal

ini dilakukan untuk mengetahui sejauh mana siswa memahami materi yang telah diajarkan sebelumnya.

6. Setelah itu P melanjutkan dengan menjelaskan tentang passive voice. Para siswa memperhatikan, akan tetapi ada beberapa siswa yang terlihat asyik mengobrol dengan temannya, P menegur secara halus. P juga melontarkan beberapa candaan agar siswa tidak bosan.
7. Setelah dirasa cukup dalam menjelaskan, P meminta siswa untuk mengerjakan 10 soal tentang passive voice dalam bentuk simple present, yakni para siswa diminta untuk mengubah kalimat aktif menjadi kalimat pasif.
8. Siswa yang telah paham apa yang harus dilakukan segera mulai mengerjakan. Seperti biasa, ketika siswa sedang mengerjakan, P berkeliling untuk mengawasi mereka.
9. Beberapa siswa bertanya kepada P saat P berkeliling. Mereka menanyakan apakah kalimatnya sudah benar atau belum. Suasana cukup kondusif karena siswa antusias untuk mengerjakan soal tersebut. Hal itu ditunjukkan oleh siswa yang membahas latihan tersebut dengan teman sebangkunya dan ada beberapa siswa yang saling mengajarkan kepada temannya yang masih belum mudeng dengan materi tersebut.
10. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P menyuruh siswa untuk menuliskan kalimatnya di papan tulis. Mereka maju untuk menuliskan jawabannya di papan tulis tanpa harus ditunjuk.
11. Setelah selesai menulis di papan tulis, P mengoreksi pekerjaan siswa. Ada beberapa kesalahan dalam mengubah bentuk verb 1 ke verb 3, lalu tentang to be yang digunakan dan perubahan subjek menjadi objek, seperti he menjadi him, we menjadi us. P juga mengingatkan jika dalam menulis harus memperhatikan tentang tanda baca seperti mengawali kalimat dengan huruf kapital, mengakhiri kalimat dengan titik, dan menggunakan tanda koma dengan benar.

12. Kemudian P melanjutkan ke aktifitas selanjutnya. Siswa diminta untuk mengurutkan paragraf tentang *Human Blood Circulation* teks yang belum urut. P memberikan beberapa gambar tentang sirkulasi darah manusia lewat LCD projector. Diharapkan siswa bisa mengurutkan paragraf tersebut dengan bantuan gambar. Setelah berhasil mengurutkan dengan benar, siswa diminta untuk menentukan generic structure dan menandai language feature dari teks tersebut, termasuk penggunaan simple present tense, passive voice, conjunction time.
13. Beberapa siswa masih bertanya tentang apa yang harus mereka lakukan. Setelah mendapatkan penjelasan lagi dari P, mereka terlihat paham dan mulai mengerjakan secara berpasangan.
14. Suasana kelas tak sepenuhnya tenang karena mereka saling berdiskusi. Namun mereka ramai secara wajar. Akan tetapi saat beberapa mulai terlihat selesai, suasana menjadi lebih ramai karena mereka mengobrol di luar topik pelajaran. P menegurnya dengan halus dan menyuruh untuk kembali meneliti pekerjaan. Banyak siswa yang bertanya memastikan apakah yang dikerjakan sudah benar atau belum saat P berkeliling ke bangku mereka. Lagi-lagi mereka mengerjakannya dengan pensil karena takut salah.
15. Setelah beberapa saat, para siswa terlihat sudah selesai mengerjakan latihan. Setelah P memastikan bahwa seluruh pasangan telah menyelesaikan latihan, P mulai membahas latihan tersebut dengan para siswa. Beberapa siswa ada yang masih luput dalam menandai language feature dari teks tersebut. Saat P bertanya apakah harus kembali dijelaskan tentang hal tersebut, siswa menjawab bahwa sebenarnya mereka sudah paham, hanya saja mereka yang tidak teliti dan tidak peduli.
16. Sebelum menutup pelajaran pada hari itu, P memberi kesimpulan tentang apa yang telah mereka kerjakan hari ini. P juga memberi tahu bahwa pada pertemuan berikutnya akan diadakan posttest pada cycle 1. Jadi siswa

harus mempersiapkan diri dengan materi yang sudah dipelajari sebelumnya.

17. Akhirnya bel tanda jam pelajaran berakhir berbunyi. P mengakhiri pertemuan pada hari itu dengan mengucapkan terima kasih atas partisipasi para siswa dan mengucapkan salam. Lalu G dan P meninggalkan kelas.
18. G dan P keluar bersama dari kelas, G menuju ke ruang guru dan P mengembalikan LCD terlebih dahulu ke ruang TU lalu menyusul G ke ruang guru.
19. Setelah sampai di ruang guru, P mengutarakan bahwa pada pertemuan selanjutnya, P hanya memerlukan waktu 1 jam pelajaran untuk mengadakan posttest untuk cycle 1, sehingga 1jam pelajaran yang berikutnya bisa digunakan oleh G. G menyetujui hal tersebut dan berkata bahwa G akan menggunakan jam tersebut untuk memberikan materi mengingat bahwa kelas 3 masih membutuhkan tambahan- tambahan materi agar mereka cukup terbiasa untuk mengikuti ujian nasional. P menyetujui karena pada dasarnya P mengikuti semua kebijakan baik dari sekolah maupun Ibu Guru sendiri.
20. Setelah selesai membahas, P meminta waktu sebentar untuk mewawancarai G tentang proses belajar mengajar selama dua kali pertemuan dengan menggunakan media gambar. Setelah itu, P berpamitan kepada G untuk kembali mempersiapkan segala sesuatunya.
21. Pada hari itu, P juga mempergunakan waktu dengan mewawancarai beberapa siswa saat jam istirahat pertama.

Field Note 6

Hari/ Tanggal : Sabtu, 16 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1, SMA N 2 Sleman

P datang ke sekolah tepat pukul 10.15 dan langsung menuju ruang guru. P langsung menemui G dan berbincang sebentar tentang kegiatan posttest yang akan dilaksanakan. G meminta maaf karena untuk saat ini G tidak bisa mendampingi P,

tapi beliau akan datang saat jam pelajaran ke 6. P lalu meminjam LCD proyektor ke TU dan menunggu hingga bel pergantian jam ke 5 berbunyi. Berikut rincian kegiatan pada hari itu.

1. P menyapa siswa dengan mengucapkan salam dan memimpin untuk berdoa guna mengawali pelajaran.
2. P lalu mengecek daftar kehadiran siswa yang pada hari itu semua siswa masuk.
3. P lalu menjelaskan kembali bahwa hari ini P akan mengadakan posttest tentang materi yang telah mereka pelajari sebelumnya.
4. Kemudian P membagikan lembar kerja pada siswa dan menunjukkan beberapa gambar mengenai materi yang akan mereka tulis yakni tentang *Human Digestive System*.
5. Sebelum P menyuruh siswa untuk mengerjakan, P menjelaskan terlebih dahulu bagaimana yang harus siswa lakukan. Siswa harus menulis tentang explanation text yakni tentang human digestive system. Siswa dapat menulis teks tersebut berdasarkan gambar- gambar yang telah P tunjukkan dengan LCD proyektor. Selain itu siswa juga bisa menggunakan kata-kata yang ada dalam rubrik disamping gambar untuk membantu mereka dalam menulis.
6. Setelah siswa tidak ada yang bertanya, P lalu memulai memberikan waktu kepada siswa kurang lebih 35menit untuk mengerjakan.
7. Saat siswa mengerjakan, P mulai mengawasi siswa dengan berkeliling. P memastikan bahwa siswa mengerjakan sendiri dan tidak berdiskusi dengan temannya.
8. Saat tersisa waktu 5 menit, P mengingatkan para siswa. Beberapa dari mereka terlihat telah selesai menulis.
9. Akhirnya bel jam pelajaran berakhir berbunyi. Para siswa harus segera menyerahkan tulisan mereka. Beberapa dari mereka terlihat gaduh merapikan tulisan.
10. Setelah semua tulisan terkumpul, P kemudian mengakhiri kelas dan mengingatkan siswa untuk tetap belajar dan membaca.

11. Pada saat itu, G datang ke kelas dan P menyerahkan kelas untuk diambil alih oleh G. P langsung berpamitan dan mengembalikan LCD projector ke ruang TU.

Field Note 7

Hari/ Tanggal : Rabu, 20 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1, SMA N 2 Sleman

P datang ke sekolah dan langsung menemui G di kantor guru. P menyerahkan RPP yang akan diajarkan pada hari itu. P sedikit menjelaskan tentang kegiatan yang akan dilakukan hari itu. P juga menyampaikan bahwa cycle 2 akan dilaksanakan 2X pertemuan mengingat bahwa waktu yang diberikan GBI tidak banyak. Kemudian P meminjam LCD projector ke ruang TU dan menuju ke kelas karena bel tanda masuk jam ke 5 sudah berbunyi. GBI menyusul setelah P mulai mengajar. Berikut ini adalah proses pembelajaran pertemuan pertama pada cycle II.

1. P masuk kelas dengan senyuman ceria. P membuka pelajaran dengan salam pembuka kemudian mengecek presensi. Semua siswa hadir pada hari itu.
2. Pertemuan keempat ini adalah penjelasan materi explanation text terakhir karena minggu depan akan diadakan posttest. Pertemuan keempat ini adalah cycle 2 dalam penelitian ini. Pada pertemuan keempat P akan fokus pada peningkatan kemampuan siswa dalam menulis explanation text lewat latihan- latihan yang akan diberikan pada hari ini. Tentu saja dengan tidak mengesampingkan hal lain seperti punctuation, capitalization, spelling, tenses, susunan kalimat, dan sebagainya.
3. P memulai pelajaran hari itu dengan menampilkan gambar life cycle dari katak untuk menstimulasi pengetahuan para siswa. P juga menanyakan beberapa pertanyaan tentang gambar tersebut. Hal ini dilakukan untuk membangun pengetahuan awal untuk para siswa sebelum dijelaskan lebih jauh mengenai materi yang akan dipelajari pada hari itu.

4. Setelah itu, P mulai membagikan fotokopian materi kepada seluruh siswa. Setelah semua siswa mendapatkan lembar tersebut, P memulai pelajaran dengan menyuruh siswa memperhatikan text 1. Text 1 berjudul The Life Cycle of Frog. Para siswa diminta membaca dalam hati terlebih dahulu. Setelah itu, P dan siswa bersama membahas generic structure dari teks tersebut. Para siswa terlihat sudah memahami bagian- bagian dari explanation text, ditunjukkan dari kemampuan mereka menjawab saat membahas materi tersebut.
5. Setelah itu P dan siswa membahas kembali tentang language feature yang ada pada teks tersebut. Hal ini dilakukan untuk mengingatkan kembali apa yang sudah siswa pelajari sebelumnya.
6. Kegiatan selanjutnya, siswa diminta untuk mengerjakan 10 soal tentang *true or false*. Mereka harus mengidentifikasi kalimat apakah benar atau salah, jika salah mereka harus membenarkan kalimat sehingga menjadi kalimat yang benar. Setelah siswa selesai mengerjakan, P dan siswa mulai membahas jawaban yang benar.
7. Setelah itu, siswa diminta untuk kembali mengerjakan latihan tentang passive voice dan simple present tense. mereka mengerjakan dengan teman sebangkunya. Suasana kelas cukup ramai karena mereka saling berdiskusi satu sama lain.
8. Setelah siswa dirasa telah selesai mengerjakan, P melanjutkan dengan membahas latihan tersebut dengan para siswa. Untuk mempelajari tentang *punctuation* serta *capitalization*, siswa diminta untuk menulis jawaban di papan tulis.
9. Setelah dirasa cukup dan siswa sudah tidak ada yang bertanya lagi, P melanjutkan dengan memberikan latihan untuk mengisi paragraf yang masih rumpang dengan bantuan daftar kata- kata yang telah disediakan.
10. Para siswa mulai mengerjakan latihan yang diperintahkan oleh P. Dengan antusias para siswa mencari kata- kata yang mereka belum tau dengan kamus atau perangkat lainnya. Beberapa siswa juga ada yang

menanyakan kepada P. Suasana cukup ramai karena para siswa saling mendiskusikan satu sama lain.

11. P berkeliling untuk mengawasi siswa. Seseekali beberapa siswa bertanya kepada P yang sedang berkeliling.
12. Setelah dirasa seluruh siswa selesai mengerjakan, P mulai membahas jawaban yang benar. Siswa terlihat antusias dalam menjawab. P juga menegaskan kepada siswa untuk memperhatikan cara menulis dengan benar seperti mengawali kalimat dengan huruf besar, keparalelan kalimat jika dihubungkan dengan kata dan, serta penggunaan tanda baca yang tepat dalam menulis.
13. Kegiatan selanjutnya adalah membuat kalimat berdasarkan gambar yang telah disediakan. Dalam satu gambar, terdapat pula kata yang bisa mereka gunakan dalam membuat sebuah kalimat. Terdapat 5 gambar, sehingga siswa diminta untuk membuat lima kalimat secara tepat. Setelah merasa tau mengenai apa yang harus mereka kerjakan, para siswa mulai mengerjakannya. Untuk latihan kali ini, mereka harus mengerjakannya sendiri. Para siswa terlihat serius dalam mengerjakan latihan ini. Saat P berkeliling kelas untuk memastikan mereka bekerja sendiri, banyak juga siswa yang memanfaatkannya untuk bertanya memastikan jawaban mereka benar. Suasana cukup ramai karena ada beberapa siswa yang meminta bantuan kepada temannya.
14. Setelah beberapa menit, para siswa terlihat sudah selesai dalam mengerjakan tugas tersebut. Lalu, P meminta beberapa siswa untuk menuliskan jawabannya ke papan tulis. Terlihat dari lima siswa yang menuliskan kalimat yang sudah mereka buat di papan tulis bahwa mereka telah memahami pemakaian huruf besar, tanda baca, penulisan kata, dan kesejajaran kalimat dengan benar. Tetapi masih ada kesalahan kecil seperti pemakaian tanda koma. Hal tersebut karena siswa tersebut kurang memperhatikan.
15. Setelah selesai semuanya, P menanyakan kembali tentang apa yang masih dibingungkan dari explanation text kepada siswa. Siswa pun diam, seakan

ingin bertanya namun tidak tau bagaimana mengungkapkannya. Akhirnya P kembali me-review tentang materi explanation text mulai dari tata bahasa, fungsi sosial, preposisi, punctuation, capitalization, dan spelling. Semua itu untuk kembali menstimulus ingatan para siswa karena minggu depan akan diadakan posttest. Setelah selesai me-review P kembali bertanya apakah sudah jelas atau belum. Para siswa menjawab dengan serentak bahwa mereka telah menangkap materi pelajaran explanation text.

16. Setelah itu, P kemudian mengakhiri kelas pada hari itu. P mengucapkan terimakasih kepada para siswa untuk kerjasamanya. P mengingatkan untuk tetap memperhatikan hal-hal kecil, apapun itu. P juga mengingatkan bahwa minggu depan siswa akan menulis sebuah explanation text lagi. Siswa diminta untuk mempersiapkannya.
17. P mengucapkan salam dan meninggalkan kelas.
18. Setelah P mengembalikan LCD ke ruang TU, P langsung berpamitan kepada G.

Field Note 8

Hari/ Tanggal : Sabtu, 23 November 2013

Tempat : Ruang guru dan ruang kelas XII IPA 1, SMA N 2 Sleman

P datang ke sekolah dan menemui G. Sesuai kesepakatan bahwa hari ini akan diadakan posttest untuk para siswa. P masuk ke kelas, sementara G mengurus suatu hal dengan para guru lain.

1. P mengucapkan salam pembuka dan mengecek kehadiran. Semua siswa masuk.
2. P langsung membagikan kertas (posttest) yang harus mereka kerjakan dalam waktu 45 menit atau selama satu jam pelajaran.

3. P menjelaskan bahwa mereka harus membuat explanation text tentang The Life Cycle Of Butterfly. Mereka tidak boleh mencontek, berdiskusi, atau membuka buku. P mengizinkan untuk para siswa membuka kamus.
4. P memberikan kesempatan mereka untuk bertanya dengan mengatakan *"Do you have any questions?"*. Seorang siswa bertanya *"Pakai pensil boleh tidak?"* dan P menjawab *"Please use your pen."*
5. Siswa mengerjakan dengan tenang. Tapi sesekali P memperingatkan anak yang berusaha mengganggu temannya.
6. P berkeliling melihat pekerjaan siswa.
7. P mengingatkan saat waktu kurang 10 menit lagi, siswa terlihat panik. Saat waktu kurang 5 menit, P mengingatkan lagi. Siswa sudah terlihat banyak yang telah selesai.
8. Setelah waktu habis, P mengambil pekerjaan semua siswa.
9. Pada saat yang hampir bersamaan, G datang ke kelas dan memberi tahu bahwa P bisa memanfaatkan waktu yang tersisa untuk mewawancarai siswa.
10. P memberitahukan jika ini adalah pertemuan terakhir dengan P di kelas untuk mengajar. P berterima kasih kepada G dan semua siswa atas bantuannya selama P melaksanakan penelitian. P juga meminta maaf atas semua kesalahan.
11. Setelah G mempersilahkan untuk melanjutkan kegiatan pada hari itu, P mulai mewawancarai beberapa siswa tentang kegiatan yang telah dilakukan selama ini.
12. Bersamaan dengan itu G meninggalkan kelas dan memberikan kesempatan sepenuhnya untuk P karena itu menjadi hari terakhir berada di kelas tersebut.
13. Setelah selesai seluruhnya, P berpamitan. P memberikan kenang-kenangan ala kadarnya sebagai ucapan terimakasih kepada siswa karena telah bersedia bekerjasama dengan baik selama P mengadakan penelitian. Hari itu benar-benar hari terakhir P masuk kelas XII IPA 1.

14. Hari itu juga P mewawancarai G dan mengucapkan terima kasih atas kesempatan yang G berikan untuk P melakukan penelitian di kelas beliau.

Appendix 2

Interview Guidelines

INTERVIEW GUIDELINES

BLUEPRINT OF INTERVIEW GUIDELINE (BEFORE IMPLEMENTATION)

No	Content	Sub-content	Theory	Question Items	
				For students	For teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> • Kesulitan apa yang kamu temukan dalam menulis? • Kegiatan apa saja yang diberikan guru ketika pelajaran menulis? 	<ul style="list-style-type: none"> • What are the difficulties of teaching writing to the students? • What kind of activities do you use to teach writing?
2.		The role of teacher	Harmer (2007:330)	<ul style="list-style-type: none"> • Bagaimana pendapatmu tentang cara guru menyampaikan materi? • Apakah proses belajar mengajar dapat berjalan dengan baik/ menyenangkan? 	<ul style="list-style-type: none"> • How do you explain the writing materials to the students? • Are the students motivated in writing?
3.	Media	Picture Series (Pictures in the language classroom)	Wright (2004:2)	<ul style="list-style-type: none"> • Apakah guru pernah menggunakan media gambar berseri dalam mengajarkan menulis? 	<ul style="list-style-type: none"> • Do you ever use picture series as a medium for teaching writing?
4.	Explanation texts	Structure of explanation texts	Anderson (1997:80)	<ul style="list-style-type: none"> • Apakah kamu mengetahui tentang explanation text? 	<ul style="list-style-type: none"> • What are the difficulties in teaching writing of explanation texts?

BLUEPRINT OF INTERVIEW GUIDELINE (DURING IMPLEMENTATION)

No	Content	Sub-content	Theory	Question Items	
				For students	For teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> • Kesulitan apa yang kamu temukan dalam proses belajar hari ini? 	<ul style="list-style-type: none"> • Does the teaching writing process run well?
2.		The role of teacher	Harmer (2007:330)	<ul style="list-style-type: none"> • Apakah proses belajar mengajar dapat berjalan dengan baik/menyenangkan? 	<ul style="list-style-type: none"> • What is your opinion about my teaching? • Are the students motivated in writing?
3.	Media	Picture Series (Pictures in the language classroom)	Wright (2004:2)	<ul style="list-style-type: none"> • Apakah media gambar berseri menarik untuk kalian? • Apakah akan lebih mudah jika kalian diminta menulis dengan media ini? 	<ul style="list-style-type: none"> • What are the strengths and weaknesses using this medium in teaching writing?
4.	Explanation texts	Structure of explanation texts	Anderson (1997:80)	<ul style="list-style-type: none"> • Apakah kamu sudah lebih mengetahui tentang explanation text kali ini? 	<ul style="list-style-type: none"> • Have the students understood about the explanation text well?

BLUEPRINT OF INTERVIEW GUIDELINE (AFTER IMPLEMENTATION)

No	Content	Sub-content	Theory	Question Items	
				For students	For teacher
1.	Teaching writing	Types of classroom writing performance	Brown (2001:343)	<ul style="list-style-type: none"> • Apakah kegiatan menulis kali ini dapat diikuti dengan baik? • Apakah kalian menemukan kesulitan- kesulitan dalam menulis? 	<ul style="list-style-type: none"> • Are the activities suitable for teaching writing to the students?
2.		The role of teacher	Harmer (2007:330)	<ul style="list-style-type: none"> • Bagaimana pendapatmu tentang cara guru menyampaikan materi? • Apakah proses belajar mengajar dapat berjalan dengan baik/ menyenangkan? 	<ul style="list-style-type: none"> • How is your opinion about my teaching? • Are the students motivated in writing?
3.	Media	Picture Series (Pictures in the language classroom)	Wright (2004:2)	<ul style="list-style-type: none"> • Apakah penggunaan <i>picture series</i> dapat membantu kalian dalam menulis? • Apakah bedanya menulis memakai media gambar dengan tidak menggunakan media gambar? 	<ul style="list-style-type: none"> • Can picture series help the students in writing explanation text?
4.	Explanation texts	Structure of explanation texts	Anderson (1997:80)	<ul style="list-style-type: none"> • Apakah kamu mengetahui tentang <i>generic structure</i> dan <i>language features</i> yang digunakan dalam <i>explanation text</i> dengan baik? 	<ul style="list-style-type: none"> • Are the explanations of explanation texts clear to the students?

Appendix 3

Interview Transcripts

Pre- Research Interview

Teacher-Interview 1

Hari/ Tanggal : Rabu, 23 Oktober 2013

Tempat : Ruang tamu, SMA N 2 Sleman

P : Peneliti

G : Guru Bahasa Inggris

P : “Selamat pagi Ibu. Mohon maaf Ibu mengganggu.” (senyum)

G : “O iya Mbak, ndak apa apa. Gimana-gimana?”

P : “ Begini Ibu, terkait dengan penelitian yang akan saya lakukan, saya mau bertanya terlebih dahulu tentang proses belajar mengajar bahasa Inggris di kelas XII IPA1 gimana ya Bu?”

G : “ Ya karena sudah kelas tiga ya mbak jadinya ya banyak mereview pelajaran atau materi yang sudah pernah dibahas.”

P : “ Begitu ya Bu, kalau kemampuan bahasa Inggris secara keseluruhan seperti apa Bu?”

G : “ Jujur saja kalau disini itu anak- anaknya masih *low* ya mbak. Kalo yang kelas XII IPA1 ini cukup ramai dibanding dengan kelas IPA satunya. Mereka sering mengobrol sendiri dengan temannya. Kadang kalau disuruh mengerjakan mereka hanya njagake jawaban temannya.”

P : “ Biasanya proses belajar mengajar bahasa Inggris nya seperti apa Bu?”

G : “ Ya biasanya saya mengajar menggunakan LKS saja mbak, karna kalau anak- anak saya suruh membeli buku mereka bilang mahal. Lalu ya setelah saya menjelaskan biasanya anak- anak saya beri soal seperti itu.”

P : “ Jadi buku pegangan mereka hanya LKS ya Bu?”

G : “ Iya mbak, tapi di perpustakaan itu ya ada buku *Look Ahead*, tapi ya jumlahnya terbatas (senyum)”

P : “ Bagaimana kalau pembelajaran menulis di kelas Bu? Apakah pernah menggunakan media gambar seperti itu Bu?”

G : “ Saya cuman ambil materi dari LKS mbak, sebagai tambahan mungkin cuma dari buku yang ada di perpustakaan. Kalau menulis itu, biasanya

anak saya suruh menjawab pertanyaan dari soal. Kalau saya suruh menulis itu ya sulit sih mbak ngajarinnya. Kalo media sendiri ya jarang saya gunakan. Karena keterbatasan waktu untuk menyiapkan ya”

P : “Jika dalam menulis, siswa masih ada kesulitan atau tidak ya Bu?”

G : “Iya mbak, memang untuk kemampuan menulis, rata-rata siswa di sekolah ini masih mengalami kesulitan.”

P : “Berdasarkan pengalaman Ibu, sekiranya apa ya Bu penyebabnya?”

G : “Kalau menurut saya sih minat mereka dalam menulis itu kurang. Mereka pada umumnya juga kesulitan dalam *vocabulary* dan *tenses* gitu. Terus mereka juga kurang media sih ya Mbak. Paling sering kalau guru di sini ya pakai LKS Mbak. Jarang bisa menyiapkan media seperti gambar atau video atau musik gitu. Hehee. Lalu mereka juga seperti bingung mau nulis apa. Bahkan tanda baca yang sederhana saja mereka juga masih suka salah.

P : “Lalu kalau proses siswa dalam belajar writing sejauh ini bagaimana Ibu?”

G : “Masih banyak yang harus dibenahi Mbak. Ketika writing siswa terlihat malas-malasan. Kan kalau menulis itu mereka harus mikir begitu kan ya, berbeda dengan skill yang lain. Mereka terlihat lebih antusias.”

P : “Berarti sedikit kesimpulannya keinginan siswa masih terbilang kurang ya Bu?”

G : “Ya, kurang lebihnya begitu. Siswa juga jarang membaca teks-teks bahasa Inggris. Sehingga kosakata mereka masih lemah. Mereka seperti njagake pekerjaan temannya gitu lo Mbak, kalo disuruh buka kamus suka males.”

P : “Kalau dari hasil tulisan siswa sendiri apakah sudah dapat dikatakan memuaskan atau setidaknya memenuhi target, Bu?”

G : “Secara umum belum. Hanya ada beberapa siswa yang hasil tulisannya sudah layak. Ketelitian siswa masih sangat kurang. Di dalam tanda baca, ejaan, kapitalisasi, dan sebagainya.”

- P : “ Baik Bu, saya rasa interview kali ini cukup. Saya juga mohon bimbingan dari Ibu selama penelitian nanti. Sekiranya ada hal-hal yang kurang tepat mohon ditegur dan diberi masukan Bu”
- G : “Oh, iya, yang penting nanti dimaksimalkan penelitiannya.”
- P : “Terima kasih sekali Ibu. Oya Ibu, mungkin cukup sekian dulu untuk hari ini. Saya mohon pamit. Besok kalau ada kesulitan, saya sowan Ibu lagi.”
- G : “O ya Mbak.”

Process Interview

Teacher-Interview 2

Hari/ Tanggal : Rabu, 13 November 2013

Tempat : Ruang guru SMA N 2 Sleman

- P : “Selamat Pagi Bu.”
- G : “Pagi mbak, gimana?”
- P : “Begini Bu, untuk *cycle* satu sudah saya selesaikan Ibu, menurut Ibu bagaimana dari materi dan penjelasan saya?”
- G : “Materinya sih sudah bagus. Variatif. Mereka juga lebih antusias kelihatannya. Mungkin karena ada gambar-gambarnya itu ya. Terus Mbak kan cantik, jadi mereka lebih mau memperhatikan kalo saya lihat (senyum)”
- P : (senyum)“Kalau dari tahap-tahapnya gimana ya Bu?”
- G : “Ya secara umum sih sudah tepat lah. Maksudnya mirip dengan yang di RPP. Tapi RPP kan hanya rencana. Praktiknya kan bisa berbeda sesuai kondisi di lapangan. Tapi sudah bagus kok.”
- P : “Iya Bu. Mungkin saya yang kurang bisa mengatur waktu. Perkiraan saya juga terkadang meleset. Misalnya saya prediksi hanya memakan waktu 10 menit, eh ternyata lebih dari 20 menit. Mungkin itu juga karena saya harus mengkondisikan siswa yang ramai.”

- G : “Iya, ndak papa, namanya juga proses. Yang sabar saja, karena memang siswa itu kadang perlu penjelasan lebih.”
- P : “Iya Bu. Saya juga keliling kelas untuk memastikan siswa paham. Terkadang mereka bertanya lagi dan saya arus menjelaskan lagi Bu”
- G : “Memang harus sabar dan telaten. Kalau disuruh bertanya sih malu, tapi kalau didekati mereka pasti bertanya.”
- P : “Iya Ibu. Lalu kalau aktifitas menulis siswa sendiri gimana Ibu?”
- G : “Sudah bagus. Ada kegiatan yang berpasangan, ada yang individu. Jadi ya sudah bervariasi. Yang berpasangan siswa bisa saling berbagi ide, yang individu ya siswa harus benar-benar mengeluarkan kemampuannya sendiri.”
- P : “Saya hari ini sudah selesai Bu dalam memberi penjelasan di *cycle* 1, lalu pendapat Ibu tentang materi dan penjelasan yang saya berikan bagaimana Bu?”
- G : “Materinya sudah bagus ya, variatif begitu. Anak- anak juga terlihat lebih antusias mungkin karena ada gambar- gambarnya.
- P ; “Kalau proses pembelajarannya bagaimana Bu?”
- G : “Secara keseluruhan sudah baik ya sudah berdasar RPP. Tetapi mungkin kadang perlu improvisasi sedikit saat di lapangan.”
- P : “Kalau dari tulisan siswa, menurut Ibu bagaimana?”
- G : “Kalau yang di *pretest* masih cukup memprihatinkan ya. Tapi kalau saya lihat tadi dalam proses KBM di *cycle* 1, anak- anak sudah terlihat mudeng dengan penulisan verbnya terus tanda baca dan kapitalisasinya, memunculkan idenya seperti itu Mbak. Saya kemampuan siswa bisa bertambah di *cycle* berikutnya.”
- P : “Kalau menurut Ibu bagaimana partisipasi siswa dalam belajar menggunakan media ini ya Bu?”
- G : “ Ya seperti saya bilang tadi, karna mbaknya cantik mereka jadi mau memperhatikan. Gambarnya juga bisa menarik perhatian siswa. Walau terkadang masih ada yang rame, tapi itu masih wajar kan?”
- P : “Baik Bu, terima kasih sekali untuk wawancara hari ini.”

G : “Iya, semoga bermanfaat.”

After the Implementation Interview

Teacher-Interview 3

Hari/ Tanggal : Sabtu, 23 November 2013

Tempat : Ruang tamu SMA N 2 Sleman

P : “Selamat siang Bu.”

G : “Ya, gimana Mbak?”

P : “Saya ingin bertanya – tanya sebentar Ibu.”

G : “Ya. Gimana tadi testnya?”

P : “Alhamdulillah lancar Bu.”

P : “O ya Bu, menurut Ibu, selama ini bagaimana saya megajar di kelas Bu?.”

G : “Sudah bagus, manajemen siswa, kelas, waktu. Materinya juga bagus. Mungkin agar lebih luwes saja. Tapi itu proses kok. Kalau sudah lama jadi guru juga akan luwes sendirinya. Sesuai jam terbangnya nanti”

P : “Kalau dari perkembangan siswa bagaimana, Bu?”

G : “Ya secara keseluruhan membaik, jauh lebih baik malah. Kesulitan mereka seperti kosakata, tanda baca, ejaan, pola kalimat, *tense*, dan sebagainya sudah meningkat. Ya masih ada kesalahan mereka, tapi yang jelas ada peningkatan.”

P : “Iya bu. Lalu menurut ibu penggunaan *picture series* ini efektif tidak Bu dalam membantu writing siswa?”

G : “Oh ya ya. Gambar- gambarnya itu membantu siswa mengeksplorasi ide. Jadi siswa lebih terarah dalam menjelaskan proses- prosesnya. Lalu kosakata yang disebelah gambar itu mbak, itu juga membantu siswa ya dalam penulisan. Karna kan siswa tu masih bingung dalam penggunaan *vocabnya*, nah dengan adanya daftar kosakata itu cukup membantu. Ya pada intinya media tadi meningkatkan kemampuan menulis siwa.”

- P : “Alhamdulillah. Ya setidaknya saya melihat kemajuan yang menyenangkan dari pretest hingga setelah *cycle 2* ini Bu. Lalu, kalau menurut Ibu, ada subskill yang masih harus ditingkatkan tidak Bu?”
- G : “ Ya sebenarnya dengan media yang Mbak sudah ajarkan itu cukup meningkatkan siswa dalam hal *vocabulary* yg dibantu dengan daftar kosakata, lalu ada peningkatan juga dalam hal pengembangan ide dengan gambar- gambar yang disediakan lalu penggunaan *simple present tense* nya juga saya rasa cukup baik. Namun kadang masih ada salah- salah sedikit dalam pola kalimat gitu kan mbak, ya namanya juga bahasa asing, gak bisa 100% benar begitu.”
- P : “ Lalu bagaimana dengan minat siswa dan kondisi dalam kelas saat pembelajaran dengan media ini Bu?”
- G : “Ya kalau saya lihat, para siswa lebih antusias lagi dengan adanya guru muda seperti mbak Rika. Mungkin karena mereka merasa lebih seperti kakak atau teman dekat. Sehingga mereka bisa lebih *free* mengungkapkan keinginan mereka.”
- P : “Justru saya yang harusnya memohon maaf kepada Ibu. Sudah banyak merepotkan Ibu.”
- G : “Ya sama-sama belajar lah Mbak, saya juga pernah ada di posisi Mbak.”
- P : “Oh ya Bu, sekalian saya pamit karena tugas saya sudah selesai untuk mengambil data. Saya mengucapkan banyak terima kasih kepada Ibu dan juga memohon maaf yang sebesar-besarnya atas segala salah dan kurang saya selama berada di lingkungan sekolah ini.”
- G : “Ya, sama-sama. Pokoknya langsung digarap data-datanya ya. Semoga lancar, segera selesai studinya, dan sukses.”
- P : “Amin, makasih Bu.”

Pre- Research Interview

Hari/ Tanggal : Rabu, 6 November 2013

Tempat : Ruang kelas XII IPA 1, SMA N 2 Sleman

Student 1 and Student 2

P : “OK, perkenalkan dulu namanya siapa?”

S1 : “Elmita.”

P : “OK, Elmita sama?”

S2 : “Fitri.”

P : “OK, Elmita suka *writing* gak dalam bahasa Inggris, suka menulis gitu gak?”

S1 : “Enggak.”

S2 : “Ya lumayan”

P : “Elmita, kenapa gak suka *writing*?”

S1 : “Aku gak bisa bahasa Inggris mbak.”

P : “Kesulitannya emang dimana?”

S1 (hening)

P : “Ehm ini mungkin di *vocabulary*?”

S1 : “Ya.”

P : “Kosakatanya ya? Terus selain itu kalo *grammarnya* gitu bisa gak? Nulis kalimatnya kayak misal pake *present tense* bisa gak?”

S1 : “Lumayan.”

P : “Lumayan, ok. Tapi biasanya *vocabularynya* ya?”

S1 (ngangguk)

P : “Kalo satunya siapa?”

S2 : “Fitri”

P : “Fitri, kalo Fitri suka gak nulis?”

S2 : “Sedikit.”

P : “Kenapa sedikit?”

S2 : “Belom bisa banget.”

P : “Belom bisanya dimana?”

S2 : “Ya itu kosakata kosakata terus yang *verb 1 verb 2*.”

P : “Ok, kalo menurut Adik gimana sih pembelajaran *writing* selama ini?”

S1 : “Ya gitu mbak, ngebingungin.”

P : “Ngebingungin gimana dek?”

S1 : “Ehm.. ya suka disuruh nulis tapi gak ngedong disuruh gimana.”

P : “Kalo menurut dek Fitri gimana?”

S2 : “Ya sama sih mbak suka bingung kalo disuruh nulis sama bu guru.”

P : “Tadi kan kalian udah mengerjakan *writing explanation text* ya? Sebenarnya kalian tahu gak sih apa itu *explanation text*? Terus *generic structure* nya kayak apa?”

S1 : “Ya kayak tadi hehe. Lupa sih mbak.”

P : “Oya. Kalo tadi yang sudah dikerjakan dalam *pretest*, ada kesulitannya gak?”

S1 : “Ada, *vocabularynya*.”

P : “OK kalo fitri ada kesulitan gak?”

S1 : “Ada. *Vocabnya, verb satu verb duanya*.”

P : “Selain itu, kalo seumpamanya nanti diminta untuk menulis pakai gambar tapi sama menulis *explanation text* tapi menggunakan media gambar, itu kira- kira menurut adek bisa memudahkan untuk menulis atau gak?”

S1 & s2 : “Bisa.”

P : “Bisa? OK. Kalo dalam menulis susah gak sih untuk memunculkan ide?”

S2 : “Kalo ada gambarnya sih gak begitu.”

S1 : “Bisa sih jadi lebih gampang.”

P : “Ok makasih ya.”

S1 & s2: “Iyaa.”

Student 3 and Student 4

P : “OK, namanya siapa?”

S3 : “Lucia Hastiwi.”

S4 : ”Vincenti Serlinta Putri.”

P : “Luci, suka menulis gak?”

S3 : “Gak begitu.”

P : “Kenapa gak begitu suka menulis?”

S3 : “Ehmm males aja.”

P : “Kalo menulis pake bahasa Inggris pernah?”

S3 : “Ehm pernah.”

P : “Itu susah atau gampang?”

S3 : “Susah.”

P : “Menurut Luci susahnya apa?”

S3 : “Gak bisa bahasa Inggris soalnya.”

P : “Gak bisanya di sebelah mana?”

S3 : “Semuanya hehe, ehm di *verbnya*.”

P : “Oh penggunaan *tensesnya* ya? Kalo kosakatanya gimana?”

S3 : “Kosakatanya susah juga.”

P : “Terus ide yang dimunculkan dalam menulis gimana?”

S3 : “Gak tau, bingung juga hehe.”

P : “Hemm gitu ya. kalo menurut Adik gimana sih pembelajaran *writing* yang selama ini berlangsung?”

S3 : “Ya gurunya suka nyuruh ngerjain pertanyaan pertanyaan gitu mbak terus disuruh ditulis di buku.”

P : “Ok, kalo dari yang dikerjain tadi ada kesulitan gak? Terus sebenarnya kalian sudah tau tentang *explanation text* belom sih?”

S3 : “Ada. Ya tau, tapi lupa mbak hehe”

P : “hemm lupa ya. Lalu tadi apanya yang susah?”

S3 : “Ehm *verbnya*.”

P : “Selain *verb* apalagi?”

S3 : “Kosakatanya.”

P : “Tapi kalo untuk memunculkan idenya gitu bisa tadi?”

S3 : “Sedikit.”

P : “Ok lalu kalo disuruh nulis kayak tadi lagi tapi dengan media gambar itu kira- kira memudahkan atau gak?”

S3 : “Ehm memudahkan karena mungkin bisa memunculkan ide gitu mbak.”

P : “Ok deh, makasih ya Luci ya.”

S3 : “Iya sama sama.”

P : “Ok, yang kedua siapa?”

S4 : “Putri.”

P : “Putri suka nulis gak?”

S4 : “Gak.”

P : “Kalo nulis pake bahasa Inggris pernah gak?”

S4 : “Pernah.”

P : “Susah atau gampang?”

S4 : “Gampang gampang susah.”

P : “Ehm menurut Putri, kesulitan dalam menulis itu apa?”

S4 : “Ehm apa ya, ya itu mbak bahasanya, bedain *verb* satu *verb* dua *verb* tiga.”

P : “Kalo kosakatanya gimana?”

S4 : “Susah mbak.”

P : “Ok, kalo menurut dek Putri gimana sih pembelajaran *writing* di kelas selama ini?”

S4 : “Ehm gimana ya mbak, jarang sih disuruh nulis kayak tadi gitu. Paling disuruh ngerjain soal terus ditulis di buku tugas gitu.”

P : “Kalo seumpamanya disuruh nulis kayak tadi lagi tapi dengan media gambar itu mungkin lebih gampang atau lebih susah?”

S4 : “Lebih gampang.”

P : “Kenapa lebih gampang?”

S4 : “Ehm, bisa memunculkan ide.”

P : “Ok makasih ya Putri ya.”

S4 : “Ya kembali kasih.”

Student 5

P : “Namanya siapa?”

S5 : “Dimas.”

P : “Ok dimas, suka menulis gak?”

S5 : “Gak.”

P : “Kalo menulis bahasa Inggris pernah?”

S5 : “Pernah.”

P : “Tapi gak suka juga?”

S5 : “Gak.”

P : “Kenapa gak suka?”

S5 : “Ya itu *vocabnya*.”

P : “Selain *vocabulary* nya?”

S5 : “Ehm aku bingung di struktur kalimatnya.”

P : “Ok mungkin pemilihan *verb* 1, *verb* 2 gitu gitu ya?”

S5 : “Iya.”

P : “Emang selama ini pembelajaran *writing* nya gimana sih?”

S5 : “Cuma ngerjain soal gitu”

P : “Kalo yang tadi dimas kerjain susah atau gak?”

S5 : “Susah banget.”

P : “Kenapa susah banget?”

S5 : “Ya itu tadi *vocabnya*, struktur kalimatnya.”

P : “Tapi kalo memunculkan idenya udah bisa?”

S5 : “Ya sedikit.”

P : “Memang dek Dimas sudah paham belum sih tentang *explanation text*?”

S5 : “Belom begitu paham mbak. Soalnya ngebingungin.

P : “Ngebingungin gimana emang? *Language feature* sama *generic structure* nya tau gak?”

S5 : “Nah ya itu yang aku gak ngedong.”

P : “Kalo disuruh nulis kayak tadi lagi tapi dengan media gambar itu kira-kira memudahkan Dimas atau gak?”

S5 : “Ya sedikit bisa membantu lah mungkin.”

P : “Ok deh, makasih ya dimas.”

S5 : “Ya mbak sama sama.”

Student 6

- P : “Namanya siapa?”
- S6 : “Renaldo Wisangsaputro.”
- P : “Panggilannya siapa?”
- S6 : “Al.”
- P : “Ok al, suka menulis dalam bahasa Inggris gak?”
- S6 : “Sebenarnya suka.”
- P : “Kenapa suka?”
- S6 : “Ya karena bisa membuat hati kita senang.”
- P : “Tapi dalam menulis bahasa Inggris itu apakah ada kesulitan?”
- S6 : “Ada mbak.”
- P : “Ada, apa itu?”
- S6 : “Ya seperti itu loh yang menambah s itu loh kan sering gak ngedong.”
- P : “Oya, dalam *verbnya* itu ya. Selain itu kalo dalam memunculkan ide gimana?”
- S6 : “Memunculkan ide, ya kurang eh susah mbak kalo pas gak ada inspirasi itu.”
- P : “Menurut Al selama ini pembelajaran writing tu gimana sih?”
- S6 : “Menurutku yo mbak, pelajarannya tu jarang dieksplor gitu. “
- P : “Hehe, kurang dieksplor gimana maksudnya?”
- S6 : “Ya jarang dikasih penjelasan gimana kalo menulis dengan baik gitu.”
- P : “Oya ya, kalo yang tadi al sudah kerjakan dalam *pretest* gimana?”
- S6 : “Tadi mudah soalnya pas ada ide. Tapi ya bingung pake *verbnya* sih.”
- P : “Ok makasih atas waktunya ya.”

Student 7

- P : “Namanya siapa?”
- S7 : “Dian Kurniawan.”
- P : “Panggilannya?”
- S7 : “Deka.”
- P : “Deka ok. Deka suka menulis gak?”

S7 : “Suka.”

P : “Menulis bahasa Inggris juga suka?”

S7 : “Sedikit.”

P : “Ada kesulitannya gak sih dalam menulis bahasa Inggris?”

S7 : “Ada.”

P : “Bisa sebutin gak?”

S7 : “Ehm itu bedain kata lampau sama yang gak lampau.”

P : “Jadi *verb 1 verb 2* nya ya. Kalo kosakatanya gimana?”

S7 : “Ya suka ada yang belum tau.”

P : “Kalo dalam memunculkan ide itu sudah bisa atau masih susah?”

S7 : “Belom bisa.”

P : “Menurut Deka, pembelajaran *writing* di kelas ini tu gimana sih?”

S7 : “Kalo sama guru to mbak?”

P : “Iya diajarin gimana aja sama bu Susan?”

S7 : “Jarang mbak paling disuruh bikin itu loh kayak yang kemarin itu bikin surat.”

P : “Kalo dalam *pretest* yang sudah dikerjakan tadi gimana?”

S7 : “Ya sedikit gampang, banyak susahnyanya hehe.”

Process Interview

Hari/ Tanggal : Rabu, 13 November 2013

Tempat : Ruang kelas XII IPA 1, SMA N 2 Sleman

Student 1, student 2, student 3 and student 4

P : “Hai dek, minta waktunya sebentar ya?”

S1,S2,S3,S4 : “Iya mbak.”

P : “Ok, disini ada Elmita, Putri, Luci sama dek Fitri ya?”

S1,S2,S3,S4 : “Iyaa.”

P : “Sip. Menurut kalian, media gambar itu menarik gak sih?”

S1,S2,S3,S4 : “Menarik mbak.”

P : “Kompak banget, hehe. Gimana tadi setelah belajar dengan menggunakan gambar? Siapa yang mau jawab dulu ini?”

S4 : “Aku mbak. Lebih menarik gitu sih mbak. Jadi punya gambaran lebih gitu dipikiran tu.”

P : “Ok itu menurut dek Putri ya, menurut yang lain gimana?”

S1 : “Ya seru sih mbak, lebih jelas gitu.”

P : “Ok buat yang belum jawab ini, ada gak kesulitan dalam belajar hari ini? Yo dek Luci?”

S3 : “Masih ada sih mbak.”

P : “Apa itu dek?”

S3 : “Ya suka masih bingung aja make *simple presentnya*.”

P : “Selain itu? Kalo penyusunan kalimatnya gimana?”

S3 : “Ehm udah sih.”

P : “Kalo menurut dek Fitri gimana?”

S2 : “Ya sama juga sih mbak masih bingung tentang *present tense* nya yang pake s sama gak pake s gitu gitu.”

P : “Oh di *verbnya* yang pake s gitu ya?”

S2 : “Iya.”

P : “Menurut adik, kalo disuruh menulis *explanation text* dengan media gambar seperti tadi lebih mudah gak?”

S1 : “Mungkin lebih mudah sih mbak kan jadi jelas gitu kalo ada gambarnya.”

S4 : “Jadi gak bingung kayak waktu itu mau nulis apa gitu juga mbak.”

S2, S3 : (ngangguk)

P : “Lalu apakah kalian lebih paham sekarang tentang *explanation text*?”

S1 : “Iya mbak, sekarang jadi tahu fungsi sama gimana nulis *explanation text*.”

P : “Ok deh dek, makasih ya atas waktunya.”

Student 6 and student 7

- P : “Dek Aldo dan dek deka minta waktu untuk wawancara sebentar ya?”
- S6, S7 : “Yoi mbak.”
- P : “Ok, menurut dek Aldo dulu ne, media gambar itu menarik gak sih buat pembelajaran *writing*?”
- S6 : “Ya cukup menarik kok mbak.”
- P : “Kalo dek Deka gimana?”
- S7 : “Ya menarik mbak.”
- P : “Kenapa menarik?”
- S7 : “Ya kalo ada gambarnya tu apa ya beda gitu mbak, lebih menarik perhatianku gitu hehe.”
- P : “Ok, kesulitan dalam belajar hari ini apa dek Aldo?”
- S6 : “Udah lumayan mudeng sih mbak.”
- P : “Kalo dek Deka gimana?”
- S7 : “Masih bingung mbak.”
- P : “Bingungnya soal yang mana?”
- S7 : “Ya yang *verb* dikasih s atau es itu masih suka lupa mbak.”
- P : “Oya ya. Kalo besok disuruh menulis dengan media gambar seperti tadi gimana dek? Gambarnya membantu dalam menulis gak kira- kira? Yo dek Aldo dulu?”
- S6 : “Sebenarnya kalo pake gambar sih ya seharusnya lebih gampang mbak kan jadi lebih jelas gitu to apa yang mau ditulis.”
- P : “Ok sip, kalo menurut dek Deka gimana?”
- S7 : “Ya sama sih harusnya lebih mudah.”
- P : “Lalu apakah kalian lebih paham sekarang tentang *explanation text*?”
- S7 : “Ya lebih paham Mbak setelah dijelasin.”
- P : “Kalo dek Aldo?”
- S6 : “Sama sih Mbak aku jadi lebih paham tentang *explanation text*.”
- P : “Ok deh dek sekian dulu, makasih ya.”

S6, S7 : “Sama- sama.”

After the Implementation Interview

Hari/ Tanggal : Sabtu, 23 November 2013

Tempat : Ruang kelas XII IPA 1, SMA N 2 Sleman

Student 1 and Student 2

P : “Halo dek Elmita dan dek Fitri?”

S1, S2 : “Hai mbak.”

P : “Seperti biasa dek, saya minta waktu buat wawancara lagi ya hehe.”

S1, S2 : “Ya mbak.”

P : “Ok dek Elmita, tadi sudah menulis dengan media gambar ya?”

S1 : “Iya.” (ngangguk)

P : “Ada bedanya gak dek menulis dengan media gambar dan menulis gak pake gambar?”

S1 : “Jelas ada sih mbak”

P : “Apa itu dek?”

S1 : “Ya pas nulis kalo pake gambar tu lebih terarah gitu mbak gak bingung bingung mau nulis apa .”

P : “Maksudnya pas nulis proses- proses terjadinya sesuatu di *explanation text* gitu ya?”

S1 : “Yak itu maksudnya.”

P : “Kalo menurut dek Fitri ni gimana?”

S2 : “Ya sama juga sih mbak emang beda kalo pake gambar tu jadi lebih mudah buat idenya gitu.”

P : “Ok, kalo rubric yang daftar kosakata itu membantu gak dek dalam menulis?”

S2 : “Membantu banget mbak, kan jadi tau gitu pake *vocab* yang mana buat nulis, jadi gak bingung bingung nyari di kamus hehe.”

P : “Sip deh. Terus gimana kalian menilai kemampuan menulis kalian setelah menggunakan media gambar ini? Mungkin lebih pede gitu atau gimana?”

S2 : “Ya lebih berani buat nulis mbak, gak takut salah- salah.”

P : “Kalo dalam memakai *tenses*nya gimana?”

S2 : “Aku lebih bisa mengaplikasikannya sih.”

P : “Ok, kalo menurut dek Elmita gimana?”

S1 : “Sama mbak jadi lebih terarah mbak kalo nulis gak bingung gitu loh. Penggunaan *tenses*nya juga udah mudeng.”

P : “Ok deh jadi kesimpulannya media gambar ini membantu kalian dalam menulis ya?”

S1, S2 : “Ya mbak.”

P : “Terus sekarang kalian lebih ngerti tentang *generic structure* dan *language features* yang digunakan dalam *explanation text* gak?”

S1 : “Iya Mbak, aku jadi bisa tau *generic structure*nya terus *tense* apa yang dipake di *explanation text* gitu sih.”

S2 : “Yap sama sih Mbak.”

P : “Sip. Makasih dek.”

S1 : “Iyaa.”

Student 3 and student 4

P : “Dek Putri dan dek Luci minta waktunya sebentar ya?”

S3, S4 : “Yaaa.”

P : “Ok langsung saja, tadi kan kalian sudah menulis dengan media gambar ya? Nah itu ada bedanya gak nulis pake gambar dan gak pake gambar?”

S4 : “Ada donk mbak.”

P : “Apa itu bedanya dek Putri?”

S4 : “Ya kalo aku nulis pake gambar tu jadi idenya muncul mbak.”

P : “Kalo dek Luci gimana?”

S3 : “Idenya muncul juga mbak.”

P : “Kalau *rubric* yang disebelah gambar itu dek, yang ada daftar kosakatanya, itu membantu dalam menulis gak?”

S4 : “Membantu sih biar bikin kalimatnya gak bingung.”

P : “Dek Luci?”

S3 : “Iya membantu banget mbak, kan saya sering gak tau bahasa inggris nya.”

P : “Oh jadi memudahkan dalam menulis ya?”

S3, S4 : “Iya.”

P : “Sip sip. Terus kalo kemampuan Adik menulis setelah pakai media gambar ini gimana dek? Dek putri dulu gimana?”

S4 : “Ya jadi lebih mudah mbak jadi punya gambaran mau nulis apa terus *vocabnya* kan sebagian juga ada jadi ya bikin kalimatnya bisa.”

P : “Kalo *tensesnya* gimana?”

S4 : “Aku jadi bisa sekarang.”

P : “Jadi medianya mempengaruhi kemampuan dek Putri saat menulis ya?”

S4 : “Iyak.”

P : “Kalo menurut dek Luci gimana?”

S3 : “Jadi lebih jelas mau nulis apa setelah ini terus ini gitu mbak.”

P : “Oh langkah- langkah ngejelasinnya gitu ya?”

S3 : “Iya.”

P : “Jadi sekarang kalian juga lebih ngerti tentang *generic structure* dan *language features* yang digunakan dalam *explanation text* dong?”

S3 : “Iya Mbak,”

P : “Kalo dek Putri?”

S4 : “Ya pastinya aku jadi lebih ngedong Mbak isinya *explanation text* itu terus gimana nulisnya juga tau sekarang.”

P : “Baik, terimakasih yaa.”

S3, S4 : “Kembali kasih mbak.”

Student 5, student 6 and student 7

P : “Hai semuanya, maaf mengganggu lagi ya hehe.”

S6 : “Monggo mbak monggo.”

P : “Ok saya mau tanya sama dek Dimas dulu. Tadi kan sudah menulis dengan media gambar ya, ada bedanya gak menulis pake gambar dan gak pake gambar Dek?”

S5 : “Ada.”

P : “Ada ya, apa bedanya?”

S5 : “Kalo pake gambar gak bingung urutannya kalo gak pake gambar bingung.”

P : “Urutan dalam menjelaskan prosesnya ya itu?”

S5 : “Yap betul sekali mbak.”

P : “Ok, kalo buat kalian berdua gimana, ada bedanya atau sama aja?”

S6 : “Yo jelas beda mbak kalo pake gambar tu ya itu ngasih inspirasi pas nulis.”

P : “Hmm ya ya, kalau daftar kosakata yang disebelah gambar itu, membantu dalam menulis gak? Dek Deka gimana?”

S7 : “Haa oh mbantu itu mbak.”

P : “Gimana emangnya?”

S7 : “Ya jadi bisa digunain pas nulis.”

P : “Kalo dek Dimas gimana?”

S5 : “Sangat membantu mbak soalnya aku masih suka gak tau bahasa inggrisnya.”

P : “Kalau kalian saya suruh menilai kemampuan kalian dalam menulis setelah menggunakan media gambar gimana? Apakah kemampuan menulis kalian jadi meningkat atau gimana?”

S6 : “Aku mbak? Ya meningkat sih karna inspirasiku jadi muncul haha.”

P : “Inspirasi nulisnya ya, ok. Kalo Deka?”

S7 : “Ya lumayan mending kayaknya mbak.”

P : “Kalo Dimas gimana?”

S5 : “Kemampuan saya jadi meningkat sih.”

P : “Dalam hal apa itu dek?”

S5 : “Ya tadi kosakatanya kan udah dibantu sama daftar kosakata itu terus apa ya.”

P : “Idenya gimana?”

S5 : “Ya idenya jadi lebih terorganisir seperti itu.”

P : “Kalo tenses yang digunakan dalam *explanation text* gimana?”

S5 : “Pengetahuan saya jadi lebih baik dari sebelumnya.”

P : “Ok deh sekian *interview*nya. Makasih banyak ya semua.”

S5, S6, S7 : “Sama- sama.”

Appendix 4

Pre – test and Post – test

Name :

No. :

PRE – TEST

Write an explanation text about human respiratory system.

.....

General statement:

Explanation :

Closing :

Name :

No. :

POST – TEST 1

Write an explanation text about Human Digestive System.

.....

General statement:

Explanation :

Closing :

Name :

No. :

POST – TEST 2

Write an explanation text about Butterfly Lifecycle.

.....

General statement:

Explanation :

Closing :

Appendix 5

Course Grid

**IMPROVING THE TWELFTH GRADE STUDENTS' WRITING SKILLS THROUGH PICTURE SERIES
AT SMA N 2 SLEMAN IN THE ACADEMIC YEAR OF 2013/2014**

COURSE GRID

School : SMA N 2 SLEMAN

Grade : XII (Twelve)

Subject : English

Semester : 1 (One)

Skill : Writing

Standard of Competence : 6. to express meanings in short functional and essay in the genres of narrative, explanation, and discussion in daily life context.

Meeting	Basic Competency	Materials	Activities	Indicators	Assessment		Time	Sources	Media
					Instruments	Sample			
Meeting 1	6.2. To express meaning rhetoric steps in essay by using various	1. Partial picture about explanation text. 2. The example	1. Students answer questions based on picture.	1. Students are able to activate their background knowledge	1. <i>Completion</i>	1. <i>Complete the sentences using the suitable</i>	2 x 45 mins.	1. Look Ahead book. 2. www.english-	1. Picture of 'human respiration'

	<p>written language accurately, fluently, and appropriately in the context of daily life in the genre of explanation text.</p>	<p>of an explanation text.</p> <p>3. The series of pictures about the text</p> <p>4. The language features of the text, for example: Tense used in explanation text; Simple present tense</p> <p>5. Questions related to the text.</p> <p>6. Exercise of simple present tense and passive voice.</p>	<p>2. Students identify the generic structure of the explanation text given</p> <p>3. Students match the picture series with the text.</p> <p>4. Students identify verbs, conjunctions, and other language features commonly used in explanation texts.</p> <p>5. Students answer the following question related to the text.</p>	<p>about the material that will be taught.</p> <p>2. Students are able to determine the generic structure of the text.</p> <p>3. Students are able to match the picture with the text.</p> <p>4. Students are able to apply verbs, conjunctions, and other language features commonly used in explanation text.</p> <p>5. Students are able to find information from the text.</p>	<p>2. <i>Changed sentences</i></p> <p>3. <i>Picture series</i></p> <p>4. <i>Question and answer</i></p>	<p>words.</p> <p>2. <i>Change the sentences into passive.</i></p> <p>3. <i>Answer the following questions related to the text.</i></p>		<p>hilfen.com</p> <p>3. http://www.youtube.com/watch?v=1Xz0VAoYQiY</p>	<p>tory'</p> <p>2. Text about ;human respiratory system'</p> <p>3. Picture series of human respiratory.</p>
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			6. Students fill in the blanks of sentences with appropriate words and change the sentences into passive sentences.	6. Students are able to use appropriate words in sentences.					
Meeting 2	6.2. To express meaning rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of	1.Explanation series pictures. 2. Jumbled paragraphs of explanation text 3. The arranged text in orderly.	1. Students answer the questions based on the pictures. 2. In pairs, students arrange the jumbled paragraphs related to the pictures into a good explanation text. 3. In pairs,	1. Students are able to explain the pictures. 2. Students are able to make explanation text built from jumbled paragraphs. 3. Students are able to determine the generic structure and language feature of the	1. <i>Completion</i> 2. Jumbled paragraph 3. Picture series	1. <i>Complete the paragraph using the suitable words.</i> 2. <i>Rearrange the following paragraphs correctly based on the pictures</i>	2 x 45 mins	1. Look Ahead book 2. www.english-hilfen.com 3. http://www.youtube.com/watch?v	1. Picture series of human blood circulation 2. Explanation text of Human Blood Circulation

	explanation text.		students identify the generic structure and language feature of the text.	text.		order.		=1Xz0VAoYQiY	
Meeting 3	6.2. To express meaning rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life	1. A series of pictures.	1. Individually, students produce an explanation text based on a series of pictures as the theme.	1. Students are able to produce an explanation text based on a series of pictures given.	1. Picture series (Essay)	1. Write an essay in the form of explanation text based on a series pictures.	1 x 45 mins	1. http://www.youtube.com/watch?v=QLntCwBpKZM	1. Picture series of 'human digestive system'

	in the genre of explanation text.								
Meeting 4	6.2. To express meaning rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of explanation text.	1. Picture of life cycle of frog. 2. The generic structure of the text 3. Tense used in explanation text; <i>Simple present tense</i> 4. Vocabulary dalam text 5. Punctuation , Spelling	1. Students answer questions about the pictures. 2. Students answer questions based on explanation texts. 3. Students review words and tense commonly used in explanation text. 4. Students practice the words about verbs, prepositions,	1. Students are able to describe pictures. 2. Students are able to find information in the text. 3. Students are able to apply verbs commonly used in explanation text. 4. Students are able to use the correct verbs, punctuation in explanation sentences. 5. Students	1. Question and answer 2. Completion 3. Picture series	1. Questions related to the text 2. Complete the paragraph using the suitable words. 3. Make sentences based on picture series.	2 x 45 mins	1. Look Ahead book 2. www.orbin.com/other/mosquitoes/mosquitoes-to-life-cycle/ 3. http://instruct.neric.org/frogs/metamorphosis.htm	1. Picture of 'life cycle of frog' 2. Text of the life cycle of frog and mosquitoes 3. Picture series of dragonfly's life cycle 4. Explanation text of

			<p>punctuation and capitalization .</p> <p>5. Students fill the blank of the gap paragraph with appropriate words that are available.</p> <p>6. Students make sentence based on series of pictures given.</p>	<p>are able to fill the blank with the appropriate words.</p> <p>6. Students are able to make sentence based on the series of pictures given.</p>					‘mosquito’s life cycle’
Meeting 5	6.2. To express meaning rhetoric steps in essay by using various written language	A series of pictures.	1. Individually, students produce an explanation text based on a series of pictures as	1. Students are able to produce an explanation text based on a series of pictures given.	<i>Picture series (Essay)</i>	<i>Write an essay in the form of explanation text based on a series</i>	1 x 45 mins	1. www.butterflysite.com	1. Pictures series of ‘the life cycle’

	accurately, fluently, and appropriately in the context of daily life in the genre of explanation text.		the theme.			<i>pictures.</i>			of butterf ly'
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Appendix 6

Lesson Plans

LESSON PLAN 1

School : SMA Negeri 2 Sleman

Subject : English

Grade/Semester : XII (Twelve) / 1

Text Type : Explanation Text

Skill : Writing

Time Allocation : 4 x 45 minutes

A. Standard of Competence

6. To express meanings in short functional and essay in the genres of narrative, explanation, and discussion in daily life context.

B. Basic Competence

- 6.2. To express meaning rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of explanation text.

C. Indicators

1. The students are able to identify the generic structures and language features of an explanation text.
2. The students are able to use simple present tense and passive voice.
3. The students are able to arrange jumbled paragraphs of an explanation text.
4. The students are able to write an explanation text based on the series of pictures.

D. Learning Objective

At the end of the lesson, the students are expected to be able to write a simple short essay in the form of an explanation text accurately, fluently and appropriately.

E. Learning Materials

See on Appendix

F. Teaching Method

Genre- Based Teaching (BKOF- MOT- JCOT- ICOT)

G. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students.
- The teacher encourages the students to pray.
- The teacher checks students' attendance.
- The teacher checks students' readiness.
- Then, teacher states the topic of what students will learn today.

2. Main Activities

Steps	Activities	Materials
a. Building Knowledge of the Field (BKOF)	<ol style="list-style-type: none">1. The teacher gives a picture related to the materials.2. The teacher gives some questions related to the materials.3. The teacher gives an explanation text to introduce social purposes of the text.	Appendix 1 Appendix 1 Appendix 2
b. Modelling of the Text (MOT)	<ol style="list-style-type: none">1. The teacher gives an example of an explanation text and identifies the generic structures of the explanation text given together with the students.2. The teacher together with the students match the picture series with the text of human respiratory system.3. The teacher reviews the material about the generic structures of explanation text	Appendix 2 Appendix 2 and Appendix 3 Appendix 4

<p>c. Joint Construction of the Text (JCOT)</p>	<p>and explain common grammatical patterns (language features) in explanation texts.</p> <p>4. The students identify the generic structures and the language features of the explanation text and then answer the following questions.</p>	<p>Appendix 4</p>
<p>d. Independent Construction of the Text (ICOT)</p>	<p>1. The students practice about simple present tense and passive voice in pairs.</p> <p>2. The students arrange jumbled paragraphs of explanation text in pairs.</p> <p>3. The students identify the language features of the explanation text in pairs.</p>	<p>Appendix 5</p> <p>Appendix 6</p> <p>Appendix 6</p>
	<p>1. The teacher gives a series of picture of explanation text with combination of rubric that consists of vocabulary list.</p> <p>2. The students are asked to write an explanation text based on the series of pictures given by the teacher.</p>	<p>Appendix 7</p> <p>Appendix 7</p>

H. References

- <http://www.youtube.com/watch?v=1Xz0VAoYQiY>
- Look Ahead, page 56
- http://www.english-hilfen.de/en/exercises/active_passive/sentences_simple_present.htm
- <http://www.youtube.com/watch?v=QLntCwBpKZM>
- The circulatory system.pdf

I. Media

- Laptop
- LCD Projector
- Some explanation texts
- Series of pictures about explanation text

J. Assessment

- Technique : Written test
- Form : Students' writing

K. Assessment Rubric

Aspects	Level	Score	Criteria
Content	Excellent to very good	4	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	3	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	2	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	1	Does not show knowledge of subject, non-substantive, not enough to evaluate
Organization	Excellent to very good	4	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	3	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	2	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	1	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	4	Sophisticated range, effective word usage, word from mastery
	Good to average	3	Adequate range, occasional errors of word usage but meaning not obscured

	Fair to poor	2	Limited range, frequent errors of word usage, meaning confused
	Very poor	1	Essentially translation, little knowledge of English
Language use	Excellent to very good	4	Effective constructions, few errors of agreement, tense, number, word order, article, pronouns, preposition
	Good to average	3	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	2	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	1	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	4	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	3	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	2	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	1	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

- Scoring**

$$\begin{aligned}
 \text{Maximum score} &= C + O + V + L + M \\
 &= (4 + 4 + 4 + 4 + 4) \times 5 \\
 &= 100
 \end{aligned}$$

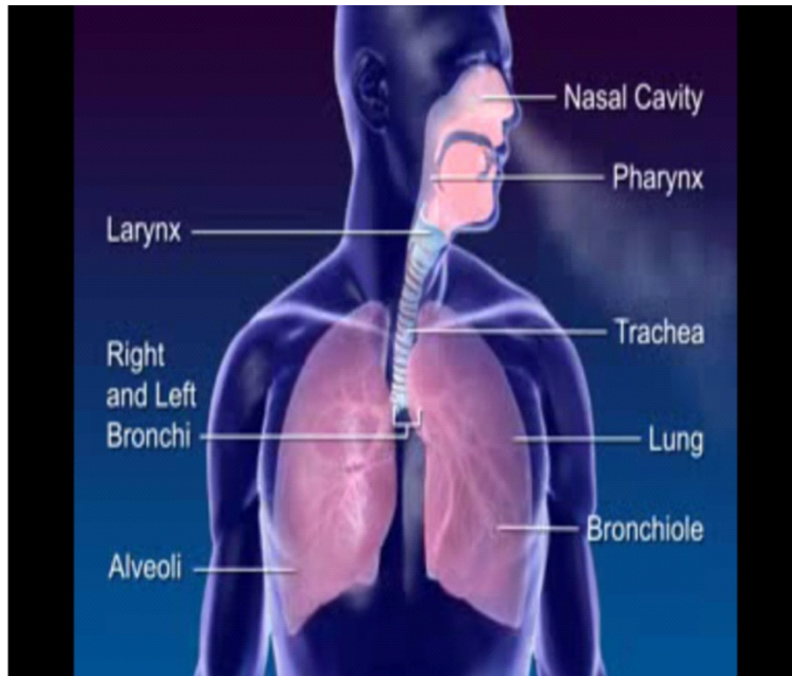
$$\begin{aligned}
 \text{Minimum score} &= C + O + V + L + M \\
 &= (1 + 1 + 1 + 1 + 1) \times 5 \\
 &= 25
 \end{aligned}$$

- **The Conversion Table**

Class Interval	Interpretation
87.5 – 100	Excelent
75 – 87.4	Very Good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very Poor

APPENDICES

Appendix 1



Picture 1. Human respiratory

Questions related to the picture.

1. What do you see in that picture?
2. Are you familiar with that?
3. Can you explain how the human respiratory system works?

Appendix 2

Text 1

Human Respiratory System

Do you know what helps your body get oxygen from the air? Right! It's the respiratory system. Can you tell me the most important organs in the respiratory system? Yes, your nose, mouth, trachea, lungs, and diaphragm.

The respiratory system, in anatomy and physiology, are organs that deliver oxygen to the circulatory system for transport to all the body cells. The respiratory

and circulatory system work together to deliver oxygen to cells and remove carbon dioxide in a two phase process called respiration.

The first phase of respiration begins with breathing in or inhalation. This inhalation brings air from outside the body into the lungs. Oxygen in the air moves from the lungs through blood vessels to the heart, which pumps the oxygen-rich blood to all parts of the body. Oxygen then moves from the bloodstream into the cells, which completes the first phase of respiration. In the cells, oxygen is used in a separate energy-producing process called cellular respiration, which produces carbon dioxide as a byproduct.

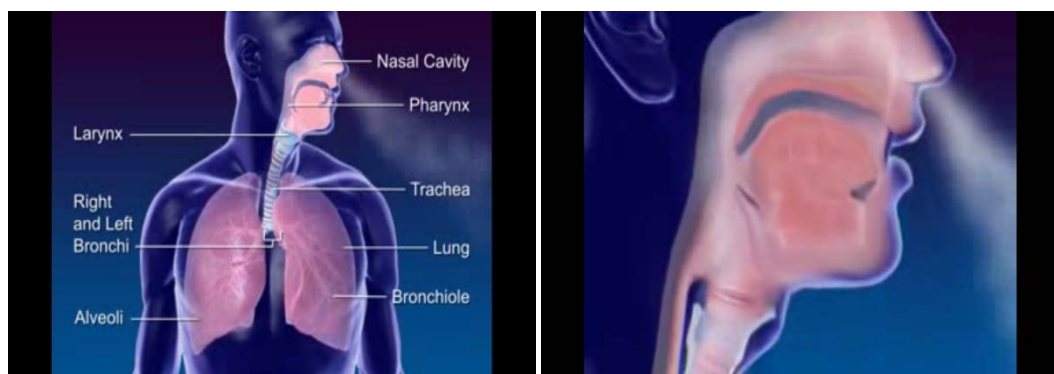
The second phase of respiration begins with the movement of carbon dioxide from the cells to the bloodstream. The bloodstream carries carbon dioxide to the heart, which pumps the carbon dioxide-laden blood to the lungs.

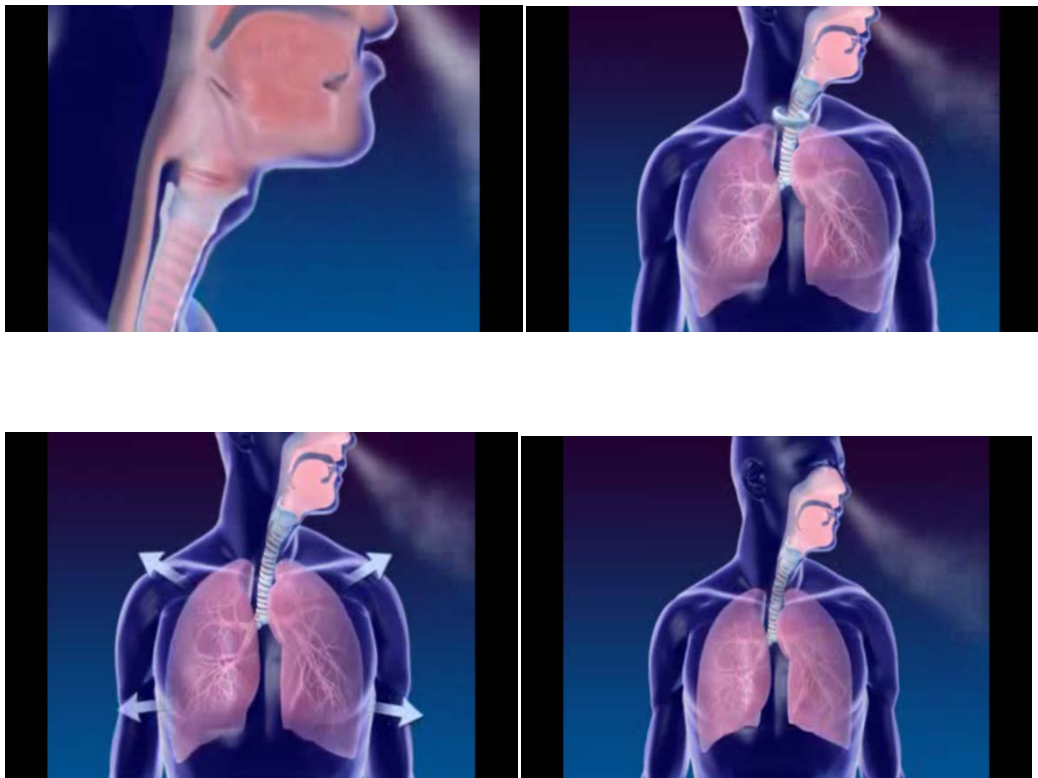
In the lungs, breathing out or exhalation removes carbon dioxide from the body, thus completing the respiration cycle. Do you understand so far? (*the bell ring*) Well, sorry. I guess time is up for today. So, see you tomorrow. Bye.

Adapted from: Look Ahead

Appendix 3

Match the following pictures with the text above.





Appendix 4

1. Definition and purposes of Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

2. Generic structure of Explanation

- General statement; stating the phenomenon issues which are to be explained.
- Sequenced explanation; stating a series of steps which explain the phenomena.
- Closing.

3. Language Feature

- Focusing on generic participant; sun, rain, etc
- Using action verbs
- Using conjunction time and cause
- Using technical terms
- Using chronological connection; to begin with, next, etc
- Using passive voice pattern
- Using simple present tense

Task 2

Work in groups of four. Discuss the answers to these questions.

1. Why are these organs (nose, lung, trachea, mouth, bronchial tube, diaphragm) really essential for us?
2. Do you know what would happen if those organs are not working properly?
3. How many phases are there in the respiration process?
4. What is the purpose of the text?
5. How many sentences are written in passive form?
6. What kind of tenses used in the text?
7. Are there any conjunctions used in the text? Mention them!

Appendix 5

Simple Present Tense

✓ Simple present tense is used to express about :

1. Repeated actions or daily routines/ daily activities (usually with time expressions such as always, usually, often, every morning, every week).

Example: She usually plays tennis at the weekend.

2. Permanent states.

Example: He works in a post office.

3. General truths or laws of nature.

Example: The sun sets in the west.

✓ Time expressions used with simple present tense are:

Every day/ week/ month/ year, every morning/ afternoon/ evening/ night,
in the morning/ afternoon/ evening, at night, on Monday/ Tuesday, etc.

✓ Adverbs of Frequency

We use adverbs of frequency with the simple present tense. They show us
how often something happens and include the following:

Always	Often
Usually	Sometimes
Seldom/ Rarely	Never

a. Adverbs of frequency go before the main verbs in simple present
tenses.

E.g. I **usually work** on Saturdays.

They **never drink** coffee.

b. Adverbs of frequency go after verb to be in simple tenses.

E.g. It **is often** cold in winter.

He **is always** late for work.

c. Adverbs of frequency go after auxiliary verbs.

E.g. He **can never** wake up before 10 o'clock.

We **should always** study everyday.

✓ Sentence pattern of simple present tense:

a. Nominal Form

- Affirmative : S + to be + O
- Negative : S + to be + NOT + O
- Simple Question : To be + S + O?

b. Verbal Form

- Affirmative : S + V1_(s/es) + O
- Negative : S + do/does + not + V1 + O
- Interrogative : Do/Does + S + V1 + O?

Example :

The rain falls down to the earth.

The rain does not fall down on summer.

Does the rain fall down everyday?

Task 3

Complete the sentences. Use the words in parentheses. Use simple present tense.

Pay special attention to singular and plural and to the spelling of final -s/-es.

1. The students (ask, often) often ask questions in class.
2. Pablo (study, usually) _____ at the library every evening.
3. Olga (bite) _____ her fingernails when she is nervous.
4. Dona (cash) _____ a check at the bank once a week.
5. Sometimes I (worry) _____ about my grades at school. Sonya (worry, not) _____ about her grades. She (study) _____ hard.
6. Ms. Jones and Mr. Anderson (teach) _____ at the local high school. Ms. Jones (teach) _____ math.
7. Birds (fly) _____. They (have) _____ wings.
8. A bird (fly) _____. It (have) _____ wings.
9. Jason (do, always) _____ his homework. He (go, not) _____ to bed until his homework is finished.
10. Mr. Cook (say, always) his homework is finished hello to his neighbor in the morning.

11. Rima (pay, always) _____ attention in class. She (answer) _____ questions. She (listen) _____ to the teacher. She (ask) _____ questions.
12. Sam (enjoy) _____ cooking. He (try, often) _____ new recipes. He (like) _____ to have company for dinner. He (invite) _____ me to dinner once a month. When I arrive, I (go) _____ to the kitchen and (watch) _____ him cook. He usually (have) _____ three or four pots on the stove. He (watch) _____ the pots carefully. He (make) _____ a big mess in the kitchen when he cooks. After dinner, he (wash) _____ all the dishes and (clean) _____ the kitchen. I (cook, never) _____. It (be) _____ too much trouble. But my friend Sam (love) _____ to cook.

Passive Voice

- ✓ It is often used in business when the object of the action is more important than those who perform the action.

E.g. **two hundred people are employed** by the company.

- ✓ The passive is formed: **Passive Subject + To Be + Past Participle**

For example :

Active : clean (s)/ see (s) etc.

Passive : am/ is/ are cleaned/ seen etc.

Somebody cleans this room everyday.

This room is cleaned everyday.

Task 4

Change the sentences below into correct passive sentences.

1. Mr Jones watches films.

2. The people speak English.

3. _____
He reads comics.

4. _____
We play volleyball.

5. _____
They sing the song.

6. _____
I take photos.

7. _____
She does the housework.

8. _____
The policemen help the children.

9. _____
He writes text messages.

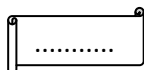
10. Mother _____ waters _____ the _____ flowers.

Appendix 6

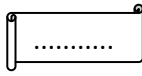
Task 5

Arrange the following paragraphs into a good order based on the picture series given.

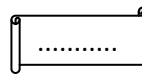
Human Blood Circulation



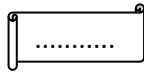
Next, the left side of the heart pumps oxygenated blood from the lungs to the rest of body. Our hearts transfers five quarts of blood every minutes, or about 100,000 beats per a day. It means that it is over 35 million times in a year.



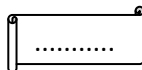
Blood is the body's internal transportation system. Pumped by the heart, blood travels through the network of blood vessels, carrying nutrients and hormones to the cells, and removing waste products from cells of our bodies.



After that, the right atrium is where the blood pressure is lowest causes the right atrium to fill with blood. When the atria contract, pressure inside it rises, the right ventricle opens, and blood is squeezed from the right atrium into the right ventricle. When the right ventricle contracts, blood is forced out through the pulmonary valve into the pulmonary arteries.

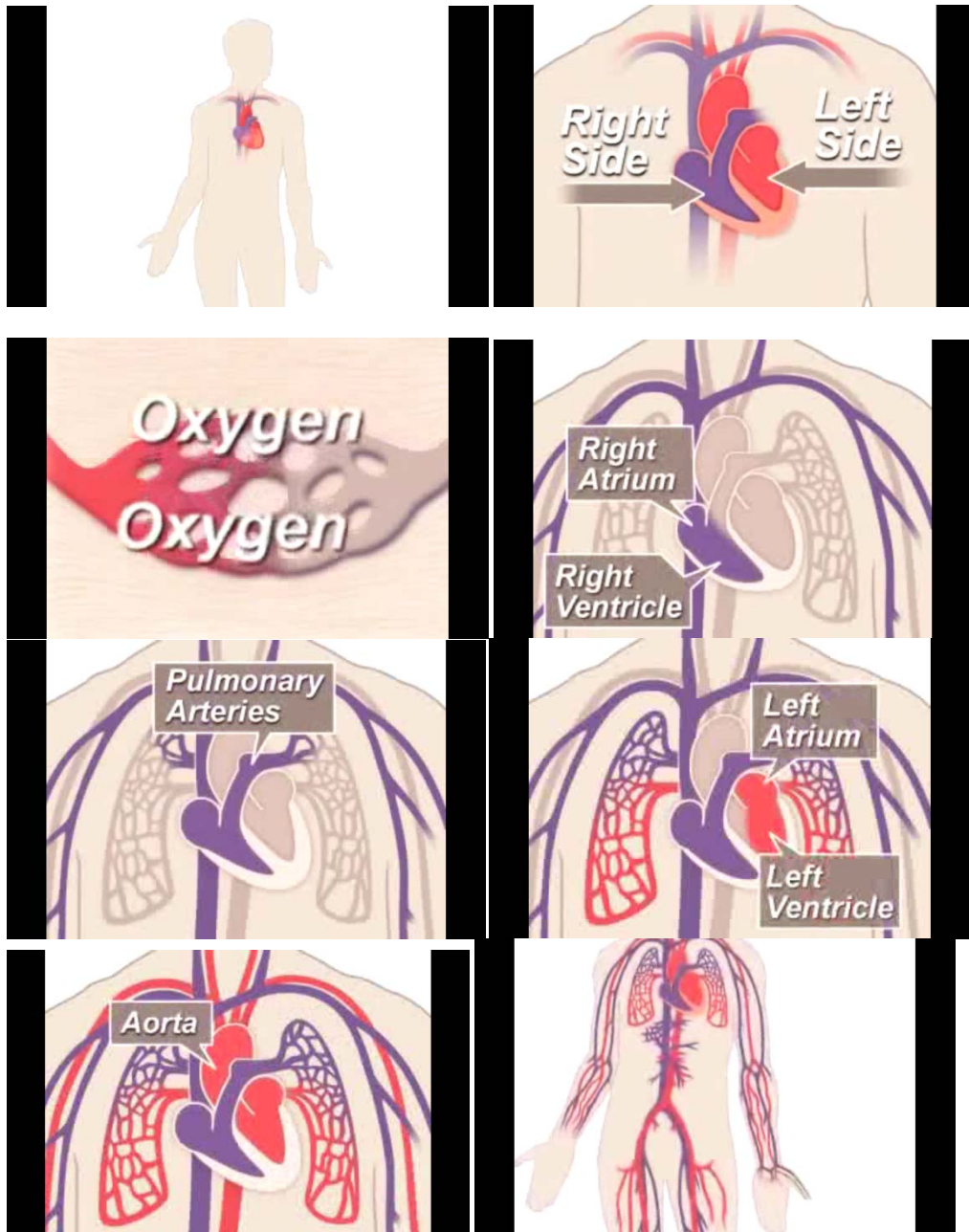


At the last, blood is forced at very high pressure into the aorta and carries the blood throughout the body. Those are the process of blood circulation in human body.



The central organ of the cardiovascular system is the heart. This is the muscular organ that is forcing blood through the circulatory system. Heart consists of left side and right side which have different functions. The right side of the heart pumps deoxygenated blood (blood in low the oxygen) from the body into the lungs, where gas exchange takes place. In that process, carbon dioxide is lost to the air and oxygen is absorbed.

After you have finished arranging the paragraphs, please match the pictures below to the paragraphs above.



Appendix 7

Task 6

Make an explanation text based on the picture given. You can use the list of vocabulary provided to help you compose the text. Work individually.

Human Digestive System



Mouth

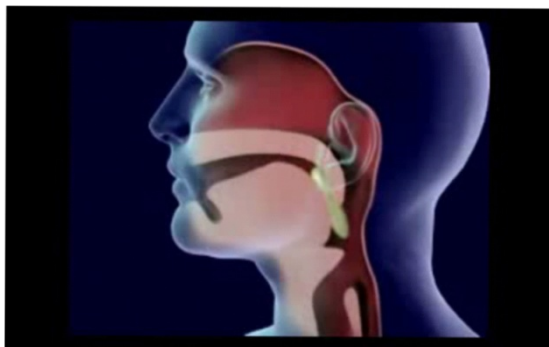
Bite



Chew

Break the food down

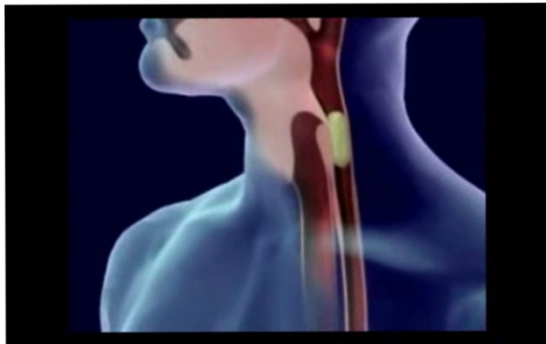
Salivary enzymes



Swallow

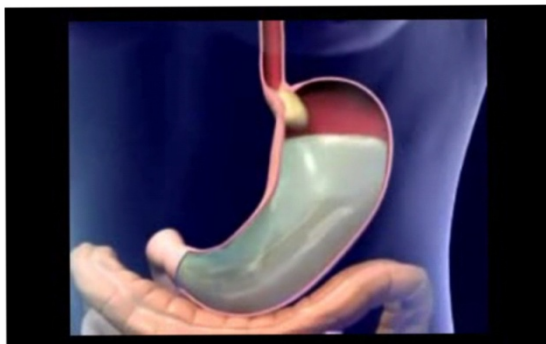
Tongue

Esophagus



Throat

Peristalsis

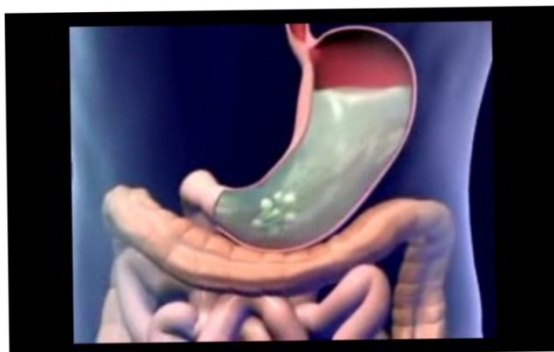


Enter

Stomach

Churn

Mechanical digestion

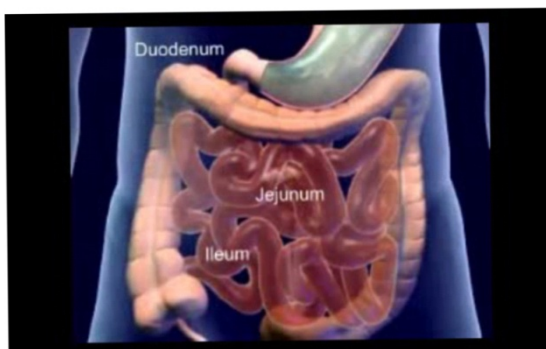


Mix

Stomach acid

Chyme

Chemical digestion



Enter

Duodenum

Jejunum

Ileum

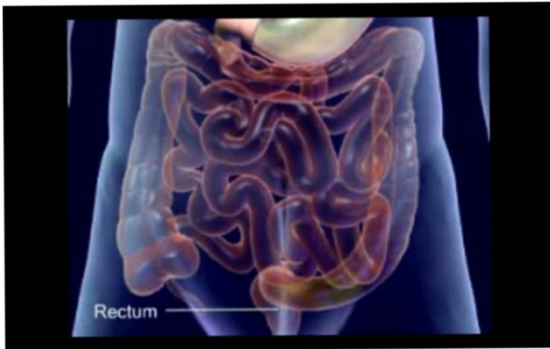
Break down



Pass

Large intestine

Bacteria



Store

Rectum

Excrete

Anus

LESSON PLAN 2

School : SMA Negeri 2 Sleman

Subject : English

Grade/Semester : XII (Twelve) / 1

Text Type : Explanation

Skill : Writing

Time Allocation : 3 x 40 minutes

A. Standard of Competence

6. To express meanings in short functional and essay in the genres of narrative, explanation, and discussion in daily life context.

B. Basic Competence

- 6.2. To express meaning rhetoric steps in essay by using various written language accurately, fluently, and appropriately in the context of daily life in the genre of explanation text.

C. Indicators

1. The students are able to identify the generic structures and language features of an explanation text.
2. The students are able to use simple present tense and passive voice.
3. The students are able to arrange jumbled paragraphs of an explanation text.
4. The students are able to write an explanation text based on the series of pictures.

D. Learning Objective

At the end of the lesson, the students are expected to be able to write a simple short essay in the form of an explanation text accurately, fluently and appropriately.

E. Learning Materials

See on Appendix

F. Teaching Method

Genre- Based Teaching (BKOF- MOT- JCOT- ICOT)

G. Teaching and Learning activities

1. Opening Activities

- The teacher greets the students.
- The teacher encourages the students to pray.
- The teacher checks student attendance.
- The teacher checks students' readiness.
- Then, teacher states the topic of what students will learn today.

2. Main Activities

Steps	Activities	Materials
a. Building Knowledge of the Field (BKOF)	<ol style="list-style-type: none">1. The teacher gives a picture related to the materials.2. The teacher gives some questions related to the materials.3. The teacher gives an explanation text to introduce social purposes of the text.	Appendix 1 Appendix 1 Appendix 2
b. Modelling of the Text (MOT)	<ol style="list-style-type: none">1. The teacher gives an example of an explanation text and identifies the generic structures of the explanation text given together with the students.2. The teacher reviews the material about the generic structures of explanation text and explain common grammatical patterns (language features) in explanation texts.3. The students identify the	Appendix 2 Appendix 3

c. Joint Construction of the Text (JCOT)	generic structures of the following explanation text in pairs.	Appendix 2
d. Independent Construction of the Text (ICOT)	1. The students choose true or false in every sentences.	Appendix 4
	2. The students practice about simple present tense and passive voice in pairs.	Appendix 5
	3. The students complete the gap paragraphs of explanation text in pairs.	Appendix 6
	4. The students identify the language features of the explanation text in pairs.	Appendix 6
	5. The students make 5 sentences based on the pictures given.	Appendix 7
	1. The teacher gives a series of picture of explanation text with combination of rubric that consists of vocabulary list.	Appendix 8
	2. The students are asked to write an explanation text based on the series of pictures given by the teacher.	Appendix 8

H. References

- <http://www.thebutterflysite.com/life-cycle.shtml>
- <http://www.orkin.com/other/mosquitoes/mosquito-life-cycle/>
- <http://instruct.neric.org/frogs/metamorphosis.htm>

I. Media

- Laptop
- LCD Projector
- Some explanation texts
- Series of pictures about explanation text

J. Assessment

- Technique : Written test
- Form : Students' writing

K. Assessment Rubric

Aspects	Level	Score	Criteria
Content	Excellent to very good	5	Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	Good to average	4	Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	Fair to poor	3	Limited knowledge of the subject, little substance, inadequate development of topic
	Very poor	2	Does not show knowledge of subject, non-substantive, not enough to evaluate
Organization	Excellent to very good	5	Fluent expression, ideas clearly stated/ supported, well organized, logical sequencing, cohesive
	Good to average	4	Loosely organized, limited support, logical but incomplete sequencing
	Fair to poor	3	Non- fluent, ideas confused or disconnected, lacks logical development and sequencing
	Very poor	2	Does not communicate, no organization, not enough to evaluate
Vocabulary	Excellent to very good	5	Sophisticated range, effective word usage, word from mastery
	Good to average	4	Adequate range, occasional errors of word usage but meaning not obscured
	Fair to poor	3	Limited range, frequent errors of word usage, meaning confused
	Very poor	2	Essentially translation, little knowledge of English
Language use	Excellent to	5	Effective constructions, few errors of agreement, tense, number, word order,

	very good		article, pronouns, and preposition
	Good to average	4	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, article, pronouns, preposition
	Fair to poor	3	Major problem in simple construction, frequent errors of negation, tense, number, word order, article, pronouns, preposition
	Very poor	2	No mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
Mechanics	Excellent to very good	5	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	Good to average	4	Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	Fair to poor	3	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured
	Very poor	2	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate

- Scoring**

$$\begin{aligned}
 \text{Maximum score} &= C + O + V + L + M \\
 &= (4 + 4 + 4 + 4 + 4) \times 5 \\
 &= 100
 \end{aligned}$$

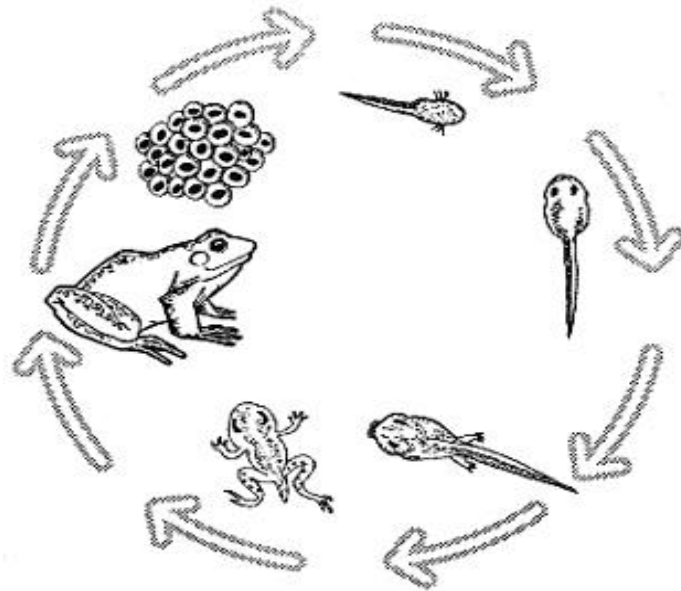
$$\begin{aligned}
 \text{Minimum score} &= C + O + V + L + M \\
 &= (1 + 1 + 1 + 1 + 1) \times 5 \\
 &= 25
 \end{aligned}$$

- **The Conversion Table**

Class Interval	Interpretation
87.5 – 100	Excelent
75 – 87.4	Very Good
62.5 – 74.9	Good
50 – 62.4	Fair
37.5 – 49.9	Poor
25 – 37.4	Very Poor

APPENDICES

Appendix 1



Picture 1. The life cycle of frog

Questions related to the picture.

1. What do you see in that picture?
2. Are you familiar with that?
3. Can you explain how the metamorphosis of frog works?

Appendix 2

Text 1

The Life Cycle of a Frog

Do you know how the life cycle of the frog? The frog is one of the animals which has a metamorphosis in its life. Here are the explanations about metamorphosis of a frog.

First, the egg begins as a single cell. There may be thousands of eggs laid at once. It becomes surrounded by a jellylike covering, which protects the egg.

The female may or may not stay with the eggs to take care of the young after she had laid them. The egg slowly develops.

Then, the mass of cells in the egg come to form an embryo. Organs and gills begin to form, and the embryo lives off the internal yolk. This supplies it with nutrients for 21 days.

After its 21 day development period, the embryo leaves its jelly shell, and attaches itself to a weed in the water. This quickly becomes a tadpole. The tadpole has a long tail, and lives in the water. It has external gills like a fish to absorb oxygen and feeds on algae. It is extremely vulnerable, and must rely on its camouflage to protect it. Colors range from brown, green or gray.

About five weeks, the tadpole begins to change. It starts to grow hind legs, which are soon followed with forelegs. Lungs begin to develop, preparing the frog for its life on land. Over time, the tadpole becomes even more froglike. Its mouth widens, it loses its horny jaws, and gills are lost. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point.

Eleven weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. This frog will live mostly on land, with occasional swims. Eventually, it finds a mate. The way this is done varies depending on the species. The female lays the eggs, the male fertilizes them, and the whole process begins again.

Adapted from : <http://instruct.neric.org/frogs/metamorphosis.htm>

Appendix 3

1. Definition and purposes of Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.

2. Generic structure of Explanation

- General statement; stating the phenomenon issues which are to be explained.
- Sequenced explanation; stating a series of steps which explain the phenomena.
- Closing.

3. Language Feature

- Focusing on generic participant; sun, rain, etc
- Using action verbs
- Using conjunction time and cause
- Using technical terms
- Using chronological connection; to begin with, next, etc
- Using passive voice pattern
- Using simple present tense

Appendix 4

Task 1

Decide whether these statements are true or false.

1. He opens the door. (T / F)
2. We set the table (T / F)
3. She pays a lot of money. (T / F)
4. I draw a picture. (T / F)
5. They wear blue shoes. (T / F)
6. They don't help you (T / F)
7. He doesn't open the book. (T / F)
8. You do not write the letter. (T / F)
9. Does your mum pick you up? (T / F)
10. Does the police officer catch the thief? (T / F)

Appendix 5

Task 2

I. Change the word in the bracket into correct Simple Present Tense!

1. The teacher (teach) the students everyday.
2. Mr. Wahyu go to the office.
3. The dancer (dance) in the hall.
4. Water (flow) from the higher to the lower.
5. My mother (not go) to the market.
6. Ramza, Razan and Rajni (study) together.
7. Doctor (check) the patients twice a day.
8. The post man (come) to my school.
9. My little sister (not cry) in the night.
10. The boys (play) football in the afternoon.

II. Change the sentences into negative and interrogative!

1. Grandfather drinks coffee every morning.

(-).....

(?).....

2. The tour guide talks to the tourist.

(-).....

(?).....

3. Mr. Jhon speaks japanese in the meeting.

(-).....

(?).....

4. The boy takes a bath twice a day.

(-).....

(?).....

5. The technician repairs the motorcycle.

(-).....

(?).....

6. My parents and I have dinner in the dining room.

(-).....

(?).....

7. They go to the swimming pool in the afternoon.

(-).....

(?).....

8. The gardener waters the flowers in the morning.

(-).....

(?).....

9. Mrs. Rani writes a letter for her friend.

(-).....

(?).....

10. Tiara reads a magazine every morning.

(-).....

(?).....

Appendix 6

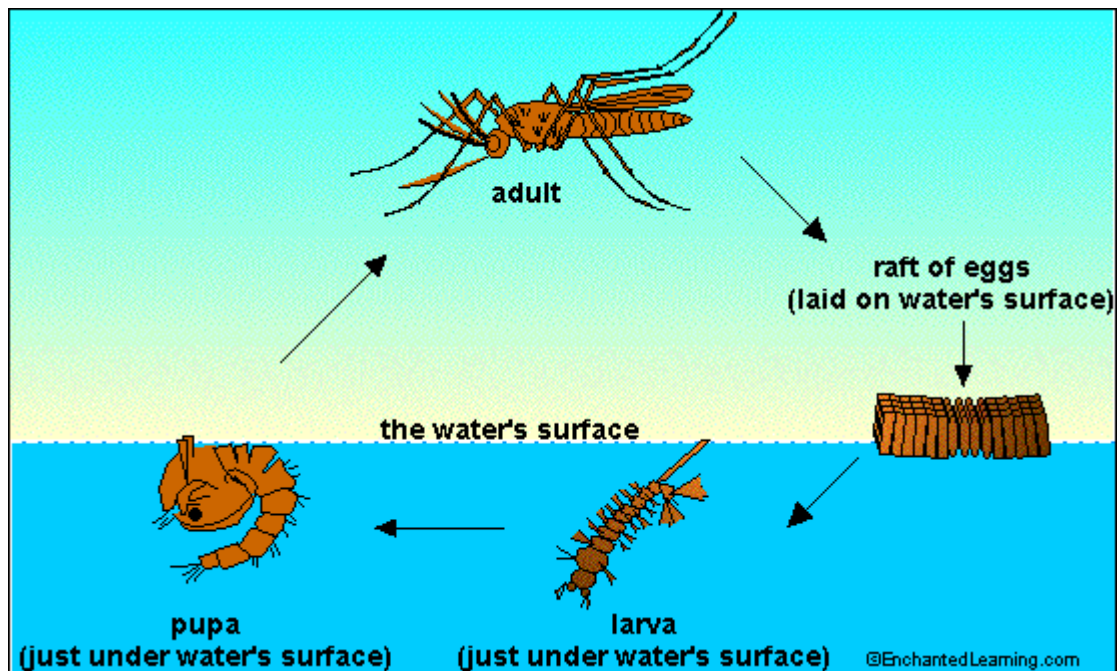
Task 3

Read the following sentences. Each sentence has some missing parts. Complete them by choosing the words in the box. Look at the picture to guide you.

Mosquito Life Cycle

The length of the mosquito life cycle varies between species and is dependent upon environmental conditions such as temperature and moisture. However, the life cycle of all mosquitoes is comprised of the egg, larval, and adult stages.

Male mosquitoes feed on plant nectar alone, while females extract the blood of in order to develop and nourish eggs. Most mosquitoes their eggs directly into water. Others lay their eggs near bodies of water but not within them.



Eggs will into larvae within 24 to 48 hours. Larvae soon to become approximately 5 mm in length. Most larvae through air tubes. Larger larvae can be seen floating just above the surface of infested waters.

Within seven to 10 days, larvae the pupal stage. Pupae are also visible upon the surface of the breeding site. After a mosquito is fully developed, it will as an adult from its pupal case. At this time, the new adult stands upon the water and dries its wings to prepare for flight. Adult female mosquitoes will then seek an animal on which to Females are capable of flying for miles if necessary and can lay over 100 eggs at a time.

Larvae and pupae usually cannot without water. If a water source evaporates before the larvae and pupae within it transform into adult mosquitoes, those young often will die.

feed	emerge
grows	lay
enter	breathe
survive	hosts
pupal	hatch

Appendix 7

Task 4

Make a sentence based on the pictures given.



1.....



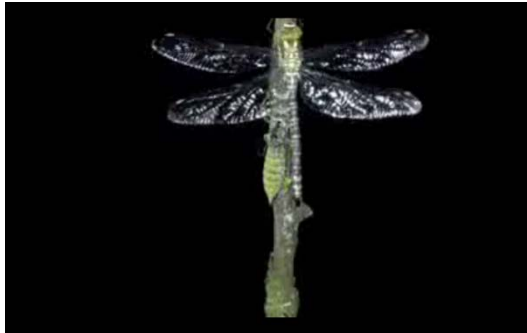
2.....



3.....



4.....



5.....

Appendix 8

Task 5

Make an outline based on the series of pictures given. You can discuss with your partner. After that, make an explanation text based on the outline that you have made before individually. You can use the list of vocabulary provided to help you compose the text.



Oval or cylindrical egg

Lay

The leaves



Hatch

Caterpillar

Eat

Grow



Pupa or chrysalis

Cocoon

Re-form

Rapidly changing



Adult butterfly

Wings

Pumps the blood

Flapping

Adapted from : <http://www.thebutterflysite.com/life-cycle.shtml>

The adult butterfly then meets the mate and reproduces again.

Appendix 7

Students' Writings

1. Agrib' writings

Name : Agrib N. A.

No. : 04

PRE-TEST

Write an explanation text about human respiratory system.

Human Respiratory System

General statement: Every living creatures are need breath. Such as human, breathing is needed and important. Breath is event when we take a breath for O_2 and exhale CO_2 .

Explanation: Respiration starts from nasal cavity, The air filtered in there. After that go into larynx, ~~through~~ and pass through trachea, then go into lungs. In lungs the air go pass through Right and left bronchi and go to bronchiole. Bronchiole is branch of bronchi, after that the air (O_2) go into alveoli, there is a place to exchange between O_2 and CO_2 .

Closing: Respiration always happens, because we can not live without O_2 . As we know, every cells in our body are need O_2 like mitochondria. If which one is not functional, so the respiration is not going well.
↳ of respiratory system

Pre – test

Name : AENIS NUN AYUBI (

No. : 04

POSTTEST 1

Write an explanation text about Human Digestive System.

Human Digestive System

General statement: Foods are important for our live. Foods are digested by our digestive system. Swallowed with tongue's help, Pass through

Explanation: Foods are bitten by us, in our mouth. There is an enzyme called ptyalin that will digest carbohydrate become maltosam when we chew them. Ptyalin is same with salivary. Next, foods are swallow into esophagus with tongue's help. There is a move called peristaltic. After that, foods enter stomach, and churned by stomach, the event is called mechanical digestion. Still in stomach, foods are mixed with stomachacid (HCl) and the result is chyme, the event is called chemical digestion. After that, foods pass through ~~stomach~~ duodenum and then pass through small intestine. In small intestine, foods are digested by each enzyme. After that, extraordinary Foods are absorbed in ileum (large intestine). After that, the foods residue are excreted by anus.

Post – test 1

Name : Agrib N.A.

No. : 04

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

The Butterfly Lifecycle

General statement: Every living creature are ~~are~~ certain to do metamorphose. Such as Butterfly. The metamorphose of Butterfly is perfect metamorphosis. Because ~~is~~ it is from egg, and then become caterpillar, pupa, and the final is become a butterfly.

Explanation: The eggs of butterfly usually oval type and circle type. Butterfly usually lays their egg on the leaf. Next, when the egg hatches, it will become a caterpillar. They will find their own food by eating leaf. After that, caterpillar grows and re-form become cocoon. In this stage, caterpillar doestlike hibernation. They will shed their shell and after that come out in butterfly form. ~~But~~ Butterfly has a pair of wing or more. Before they die, they will produce egg.

Closing: Butterfly usually lives around one week untill a year, depend of the type. They will reproduce egg before they die. They produce egg once in a year or more in a year, depend of their type too.

Post – test 2

2. Fitri's writings

Name : Fitri Rochmana

No. : 17

PRE-TEST

Write an explanation text about human respiratory system.

Human Respiratory System

General statement: Breathe is which one characteristic human when we breathe this name Respiratory. Respiratory needed oxygen. All human needed it, and consist from some, nose, pharynx, Larynx, Trachea, bronchi, lung, Alveoli, cell body.

Explanation: Process Respiratory the first human breathed O_2 use nose and than O_2 go in to pharynx, and than Larynx, go to trachea, than O_2 brought to Bronchi, than go to lung, Alveoli the last O_2 spread for to entire body.

Closing: All human needed O_2 , for directness life pass through Respiratory.

Pre – test

Name : Fitri Rochmana

No. : 17 / XII IPA 1

POSTTEST 1

Write an explanation text about Human Digestive System.

Human Digestive System

General statement: Food is very important for human being. All people always dissolved, cause to supply body need. And absolutely through digestive system.

Explanation: The process begins in the mouth. Food is bitten and is chewed by human being in mouth, and happen chemical system. Food is swallowed, it's helped by tongue. it is swallowed esophagus, and then it is brought to stomach, enters to Duodenum, Jejunum, Ileum. It is helped by stomach acid for breakdown food. At last, It is stored in the rectum. Then it is excrete by anus.

Closing: So, digestive system is important for human being. Because it help human being to absorb the nutrition.

Post – test 1

Name : Fitri Rochmana
No. : 17

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

Butterfly Metamorphosis

General statement: Metamorphosis is changed in individuals living creatures from egg into adult butterfly.

Explanation: The first Butterfly lifecycle is egg. It is hatch into larvae and the larvae will pupate and then turn into imago. Larvae grow into caterpillar. The caterpillar must eat the leave to grow. When the caterpillar has finished growing it forms a pupa. In pupa the caterpillar re-form and change. In that cocoon, the caterpillar rapidly changing. After the period of time, the pupa shed the cocoon. The Butterfly start to flap the wings.

Closing: The adult butterfly then meets the mate and reproduces again.

Post – test 2

3. Laela's writings

Name : LAELA NUR LITA

No. : 19

PRE-TEST

Write an explanation text about human respiratory system.

How Human Respiratory System Work

General statement:

Which one of characteristic of human being is breath. Specifically for human. Without breath, human can't life. In breath human require oxygen. The system of human respiratory be found two kind, that is respiration of stomach and respiration of chest.

Explanation:

The process of respiration of stomach is, when we in hale oxygen go by nose, diaphragma contraction until horizontal, then thoracic cavity grow up. That is induce air pressure become small until air or oxygen enter to lungs. It is occurred every time.

Closing:

That's the process of human Respiratory system. Breath and Oxygen very important for human being.

Pre – test

Name : LAELA NUR LITA

No. : 19

POSTTEST 1

Write an explanation text about Human Digestive System.

Human Digestive System

General statement:

All of humans need the food for consume to produce energy. Energy is used for saving power for carry out all activity.

Explanation :

First, mouth bite the food and chewing, and break the food down to make food tining down is helped by salivary enzym. Next, it is swallowed with tongue go by esophagus, and enter to throat is being processed peristaltis. Next, the food enter to stomach, in stomach happen churn is help by stomach acid. And then it become chyme and that is called chemical diggestion. Enters to duodenum, Jejenum and then illeum, in those places the food is broken down. After that, the food pass large intestine is help by bacteria. At last, it is store in rectum, and then it is excreted by anus.

Closing :

It is human digestive system, we will to keep health your instrument of digestion.

Post – test 1

Name : Laela Nur Lita

No. : 19

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

Butterfly Lifecycle

General statement:

In Butterfly lifecycle, there is metamorphosis process about it. Process metamorphosis start from egg - caterpillar - cocoon and become butterfly.

Explanation :

First, the butterfly lays the oval or cylindrical egg on the leaves, the reason of butterfly lays the egg on the leaves is in order to when the egg crack the caterpillar will get the food from the leaves. Secondly, the caterpillar grows and become pupa or chrysalis. The adult caterpillar covered by cocoon and in the cocoon inside the caterpillar re-form become butterfly. The process happen in cocoon inside is rapidly changing. At the last, adult butterfly crack the cocoon to out from the cocoon, and then, the butterfly flapping the wings is helped with pumps the blood, and already to fly for the first time.

Closing :

The adult butterfly then meets the mate and reproduces again.

Post – test 2

4. Renaldo's writings

Name : RENALDO

No. : 24

PRE-TEST

Write an explanation text about human respiratory system.

HUMAN RESPIRATORY SYSTEM

General statement:

From nose go to the lung bring Oxygen (O_2) and from the lung go to the nose bring CO_2 . it is the little process of human respiratory system. it is very important for live of human. so, we must keep it healthy.

Explanation :

Human respiratory system can be generated when we increase the air. But, not like this. ~~is like~~

The process of human respiratory is from Nasal cavity to pharynx and then to larynx and the finally to the lung.

it will ~~do~~ do well if we protect the lung so carefully and life healthy.

Closing :

So human respiratory is so important in human life and we must keep it health, because if one from it unworked maybe bring you come to your death. so carefully.

Pre - test

Name : Renaldo

No. : 24

POSTTEST 1

Write an explanation text about Human Digestive System.

Human Digestive system

General statement:

In Human Digestive system have a two process. it is a mechanic process and chemistry process.

Explanation :

If you have statement if digestive system is only chewing food and in the stomach, it is wrong! The process of digestive system is from biting the food from mouth and chewing the food to make it Break the food down.

Next, the esophagus will swallow the food by Tongue. in here it have mechanic process. it is called peristaltic. And then the food will be send to stomach. in here the food will make smooth with stomach by mechanic digestion and chemical digestion. After then it go to Duodenum and then jejunum to ileum. the food will be absorbing the vitamins and energy of the food. if it done, the rest of food will be out by anus. so the process is done.

Closing:

The human digestive system is very important in our life. Because if with one of the process unworked it will make you sick. so keep health your body people!!

Post – test 1

Name : RENALDO WISANISAPUTRO

No. : 24

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

Butterfly Lifecycle.

General statement:

Butterfly is one of insect in the world. It has a two wings. the butterfly wings so beautiful because it have a beautiful colors. But it must with hard work to become a perfect butterfly.

Explanation :

First step in Butterfly life is from the egg which is laid on the leaves. if the eggs are cracked, it will become little insect and usually it called caterpillar. it will grow up and bigger. if the caterpillar become adult, it will become cocoon. cocoon is the process of the caterpillar become a beautiful butterfly. it like hibernation. if it done, so born a beautiful butterfly and ready to make egg again.

Closing :

So step by step of Butterfly cycle is so important. Because it will influence the life of butterfly. so we must keep it long life.

Post – test 2

5. Alexander's writings

Name : Y. ALEXANDER P.K
No. : 26

PRE-TEST

Write an explanation text about human respiratory system.

HUMAN RESPIRATORY SYSTEM

General statement: ALMOST ALL OF LIVING CREATURE IN SURFACE BREATHE WITH LUNG. FOR EXAMPLE ARE HUMANS. THE SYSTEM OF HUMAN RESPIRATORY IS COMPLEX, HUMAN INHALE AN O_2 AND EXHALE CO_2 .

Explanation: IN HUMAN RESPIRATORY SYSTEM THERE ARE NASAL CAVITY, LARYNX, PHARYNX, TRACHEA, ALVEOLI, BRONCHIOLE. THE AIR INHALE BY THE NOSE AND FILTERED BY NASAL CAVITY AND THE AIR GO DOWN PASS THROUGH THE LARYNX AND TRACHEA TO BRONCHI, IT HAS A BRANCHES AND IT'S CALLED BRONCHIOLE.

Closing: THE HUMAN RESPIRATORY IS COMPLEX SO, IF WHICH ONE OF THE ORGAN IS DAMAGED OR NOT FUNCTIONAL AGAIN, THE RESPIRATORY SYSTEM WILL NOT GOING WELL.

Pre – test

Name : JOHAN ALEXANDER KRISHNA

No. : 26

POSTTEST 1

Write an explanation text about Human Digestive System.

HUMAN DIGESTIVE SYSTEM

General statement: DIGESTIVE SYSTEM IS A PROCESSES TO DIGEST A FOOD WHICH CARRYING NUTRIENTS, PROTEIN AND ETC. NUTRIENTS AND PROTEIN ARE USEFUL FOR OUR BODY AND THERE ARE PHASES OF HUMAN DIGESTIVE SYSTEM

Explanation: FIRST, THE FOODS ARE BITTEN BY THE MOUTH, THEN THE FOODS ARE CHURNED TO BREAK THE FOOD DOWN AND MIX WITH AMYLASE ENZYME. THEN THE FOOD SWALLOW WITH TONGUE HELP, TO ESOPHAGUS. IN ESOPHAGUS THERE IS A PERISTALTIC MOVEMENT WHICH CAN PUSH THE FOODS TO STOMACH. AFTER THAT WHEN THE FOODS ENTER THE STOMACH THE FOODS ARE CHURNED WITH MECHANICAL DIGESTION, THEN FOODS MIX WITH STOMACH ACID AND ITS CALLED CHYME. THEN NUTRIENTS AND PROTEIN ARE ABSORBED BY COLON AND INTESTINE.

Closing: FINALLY FOODS EXCRETED BY ANUS

Closing: IF ONE OF THE HUMAN DIGESTIVE SYSTEM ARE BROKEN OR DAMAGED THE DIGESTIVE SYSTEM WILL BE DISTURBED

Post – test 1

Name : Y. ALEXANDER P.K
No. : XII IPA 1 / 26

POSTTEST 2

Write an explanation text about Butterfly Lifecycle..

THE BUTTERFLY LIFECYCLE

General statement: ALMOST ANIMAL ON THE EARTH USUALLY DO METAMORPHOSIS. SUCH AS WORM. THE MOST PERFECT METAMORPHOSIS IS A BUTTERFLY. BECAUSE IT IS FROM EGG - CATERPILLAR - PUPA AND THE LAST AN ADULT BUTTERFLY

Explanation: THE BUTTERFLY LAYS EGGS USUALLY LAYS ON THE LEAF. THE TYPE OF THE EGGS IS OVAL AND CIRCLE. THEN WHEN THE EGG HATCHES, IT WILL BE A CATERPILLAR. IT EAT LEAF UNTILL IT'S GROW UP AND MR FROM BECOME COCOON. AND THEN THEY WILL SHED THEIR SHELL AND COME OUT BECOME THE BEAUTIFULL BUTTERFLY

Closing: THE BUTTERFLY / WHEN THE ADULT BUTTERFLY CAN FLY. THEY WILL FLY TO FIND THEIR MATE. AND REPRODUCES AGAIN. THAT IS THE BUTTERFLY LIFE CYCLE.

Post - test 2

Appendix 8

Students' Writing Scores

Rater 1: The Researcher

Table 1: Students' writing scores before the action.

No.	Student Number	Aspects					Total	Final Score
		C	O	V	LU	M		
1	2326	2	2	1	1	1	7	35
2	2291	2	2	1	1	1	7	35
3	2327	3	2	2	2	2	11	55
4	2292	3	3	3	2	2	13	65
5	2331	2	2	1.5	1.5	2	9	45
6	2259	2	2	1	1	2	8	40
7	2260	3	2	3	2	3	13	65
8	2261	3	2.5	3	2	3	13.5	67,5
9	2334	2	2	1	1	1.5	7.5	37,5
10	2263	1	1	1.5	1	1	5.5	27,5
11	2339	2	2	1	1	2	8	40
12	2264	2	2	1.5	1	2	8.5	42,5
13	2265	1.5	2	2	2	1.5	9	45
14	2303	2.5	2	1	2	2	9.5	47,5
15	2340	3	2.5	3	2	2.5	13	65
16	2304	2	1	1	1	1	6	30
17	2267	2	1	1	1	1	6	30
18	2270	2	2	1.5	1	2	8.5	42,5
19	2271	2	2	2	2	2	10	50
20	2273	3	3	3	2	2	13	65
21	2309	3	3	3	3	2	14	70
22	2275	2	1	1	1	2	7	35

23	2349	2.5	3	2	2	2.5	12	60
24	2354	2	1.5	1.5	1	2	8	40
25	2320	3	3	3	2.5	2	13.5	67,5
26	2322	2	2	3	2	2	11	55
	Mean	2.28	2.05	1.86	1.57	1.88	9.67	48.36

Table 2: Students' writing scores in cycle 1

No.	Student Number	Aspects					total	Final Score
		C	O	V	LU	M		
1	2326	3	3	2	2	2	12	60
2	2291	3	2	2	2	2	11	55
3	2327	4	3	3	2	2	14	70
4	2292	4	4	3	2	3	16	80
5	2331	3	3	2.5	3	2	13.5	67,5
6	2259	3	2.5	2	2	2.5	12	60
7	2260	4	4	3.5	3	3.5	18	90
8	2261	3	3	2	3	3	14	70
9	2334	3	2	3	2	2	12	60
10	2263	3	2.5	2	2	2	11.5	57,5
11	2339	3	3	2.5	2	2	12.5	62,5
12	2264	-	-	-	-	-	-	-
13	2265	2	3	2	2	2	11	55
14	2303	3	2.5	3	2.5	3	14	70
15	2340	3	3	2.5	3	3	14.5	72,5

16	2304	3	2.5	2	2	2.5	12	60
17	2267	3	2	2.5	2.5	3	13	65
18	2270	3	2	2	2	3	12	60
19	2271	3	3	3	2	2.5	13.5	67,5
20	2273	4	3	3	2	3	15	75
21	2309	4	3.5	3.5	4	3	18	90
22	2275	3	3	3	2	2.5	13.5	67,5
23	2349	3	2	3	2	2	12	60
24	2354	3.5	3	3	2	2	13.5	67,5
25	2320	4	3	3	2	3	15	75
26	2322	3.5	3	3.5	3	2	15	75
	Mean	3.24	2.82	2.66	2.32	2.50	13.00	67.70

Table 3: Students' writing scores in cycle 2

No.	Student Number	Aspects					Total	Final Score
		C	O	V	LU	M		
1	2326	3	3.5	4	3	2	15.5	77,5
2	2291	4	3	3	3	2	15	75
3	2327	4	4	3	3	2	16	80
4	2292	4	4	4	3	4	19	95
5	2331	4	3	3.5	3	3	16.5	82,5
6	2259	3.5	3.5	3	2	2.5	14.5	72,5
7	2260	4	3	4	4	3.5	18.5	92,5

8	2261	4	3	3	3	2	15	75
9	2334	3	2	3	3	3	14	70
10	2263	4	2.5	3	2	3.5	15	75
11	2339	3	3	3	2	3	14	70
12	2264	3	2.5	3	2	2	12.5	62,5
13	2265	3	3	3	3	2	14	70
14	2303	3	3	3	2.5	3	14.5	72,5
15	2340	3.5	3.5	3	3.5	3	16.5	82,5
16	2304	3	3	3	3	3	15	75
17	2267	4	3	3.5	3.5	3.5	17.5	87,5
18	2270	3.5	4	3.5	3.5	3.5	18	90
19	2271	3.5	3	3	2.5	3	15	75
20	2273	3	3	3	2	3,5	14,5	72,5
21	2309	4	3	3	3	2.5	15.5	77,5
22	2275	3.5	4	3	3.5	2.5	16.5	82,5
23	2349	3	3	3	2.5	3	14.5	72,5
24	2354	4	3	3	2	2	14	70
25	2320	2.5	3	3	3	3.5	15	75
26	2322	4	4	4	3	2	17	85
	Mean	3.50	3.17	3.21	2.82	2.78	15.50	77.50

Rater 2: The Observer/ The English Teacher

Table 4: Students' writing scores before the action.

No.	Student Number	Aspects					Total	Final Score
		C	O	V	LU	M		
1	2326	2	2	1	1	2	8	40
2	2291	2	1.5	1	1.5	1	7	35
3	2327	2.5	2.5	2	2	2	11	55
4	2292	3	3	3	2.5	2.5	14	70
5	2331	2	2	1	1.5	2.5	9	45
6	2259	2	2	1	2	2	9	45
7	2260	3	2	2	2	2.5	11.5	57,5
8	2261	3	2	3	2	3	13	65
9	2334	2	2	1.5	1	1.5	8	40
10	2263	2	1	1.5	1	2	7.5	37,5
11	2339	2	2	1.5	1	2	8.5	42,5
12	2264	2	2	1	1	2	8	40
13	2265	2	2	2	2	1.5	9.5	47,5
14	2303	2.5	2	1.5	2	2.5	10.5	52,5
15	2340	3	2	3	2	2	12	60
16	2304	2	2	1	1	1	7	35
17	2267	1.5	2	1.5	1	1	7	35
18	2270	2	2	2	1.5	2	9.5	47,5
19	2271	2	1.5	2	2	2	9.5	47,5

20	2273	3	2.5	3	2.5	2	13	65
21	2309	3	3	3	3	3	15	75
22	2275	1	1	1	1	2	6	30
23	2349	3	3	2	2	2	12	60
24	2354	2	2	1	1	2	8	40
25	2320	3	3	3	2	2	13	65
26	2322	3	2	3	2	2	12	60
	Mean	2.32	2.07	1.86	1.67	2.00	9.94	49.71

Table 5: Students' writing scores in cycle 1

No.	Student Number	Aspects					Total	Final Score
		C	O	V	LU	M		
1	2326	3	3	2	2	3	13	65
2	2291	2	2	2	2	2	10	50
3	2327	4	3	3	2	2.5	14.5	72,5
4	2292	4	4	3.5	2.5	3	17	85
5	2331	3	3	2	3	3	14	70
6	2259	3	2.5	2	2	2	11.5	57,5
7	2260	3	4	3	3	3	16	80
8	2261	4	3	2	3	3	15	75
9	2334	3	3	3	2	2.5	13.5	67,5
10	2263	3	3	2	2	2	12	60
11	2339	3	3	2	2	2.5	12.5	62,5
12	2264	--	--	--	--	--	--	--

13	2265	2.5	2	3	2	2	11.5	57,5
14	2303	3	2	3	2.5	2.5	13	65
15	2340	3	3	3	3	3	15	75
16	2304	3	2.5	2	2	3	12.5	62,5
17	2267	3	2	3	2	3	13	65
18	2270	3	2	3	2	3	13	65
19	2271	3	2.5	3	2.5	3	14	70
20	2273	4	3	2.5	2.5	3	15	75
21	2309	4	3.5	3	4	3	17.5	87,5
22	2275	2	3	3	2	2.5	12.5	62,5
23	2349	3	2.5	3	2	2.5	13	65
24	2354	4	3	3	3	2	15	75
25	2320	4	3.5	3	2	3	15.5	77,5
26	2322	4	3	4	3	2	16	80
	Mean	3.22	2.84	2.72	2.40	2.64	13.82	69.10

Table 6: Students' writing scores in cycle 2

No.	Student Number	Aspects					Total	Final Score
		C	O	V	LU	M		
1	2326	4	2	4	3	2	15	75
2	2291	4	4	3	3	2	16	80
3	2327	4	4	3	3	2.5	16.5	82,5
4	2292	4	4	4	4	4	20	100
5	2331	3	3	3	3	2	14	70

6	2259	3.5	3	3	2	2.5	14.5	72,5
7	2260	4	3	4	3	3	17	85
8	2261	3	3	3	3	2	14	70
9	2334	3.5	2.5	3	2	3	14	70
10	2263	4	3	3	2	2.5	14.5	72,5
11	2339	4	3	3	2	3	15	75
12	2264	3	3	3	2	2.5	13.5	67,5
13	2265	2	3	3	3	2	13	65
14	2303	3	3	3	3	3	15	75
15	2340	3.5	3	3	2.5	3	15	75
16	2304	3	4	3	3	3	16	80
17	2267	4	3	4	3	4	18	90
18	2270	3.5	3	3	2.5	2	14	70
19	2271	3	3	3	2.5	3	14.5	72,5
20	2273	4	3	3	2	3	15	75
21	2309	4	3	3	3	2.5	15.5	77,5
22	2275	3.5	3.5	3	3.5	3	16.5	82,5
23	2349	4	3	3	2.5	3	15.5	77,5
24	2354	4	3	3	3	2	15	75
25	2320	3	3	3	2	3	14	70
26	2322	4	4	4	4	3	18	90
	Mean	3.55	3.15	3.19	2.75	2.71	15.34	76.73

Student's score

$$\begin{aligned}\text{Score} &= C+ O+ V+ LU+ M \\ &= (4+ 4+ 4+ 4+ 4) \times 5 \\ &= 20\end{aligned}$$

$$\text{Highest score} = 4+ 4+ 4+ 4+ 4 = 100$$

$$\text{Lowest score} = 1+ 1+ 1+ 1+ 1 = 20$$

Ideal mean

$$\text{Ideal Mean} =$$

Ideal standard deviation

$$\text{Ideal SD} =$$

Rater 1

Pre – test

	C	O	V	LU	M	Score	Final
N Valid	26	26	26	26	26	26	26
Missing	0	0	0	0	0	0	0
Mean	2,2885	2,0577	1,8654	1,5769	1,8846	9,6731	48,3654
Std. Deviation	,55087	,62172	,84330	,59485	,55331	2,71272	13,56360

Post – test 1

	C	O	V	LU	M	Score	Final
N Valid	25	25	25	25	25	25	25
Missing	1	1	1	1	1	1	1
Mean	3,2400	2,8200	2,6600	2,3200	2,5000	13,0000	67,7000
Std. Deviation	,50249	,55678	,53463	,53774	,50000	3,04138	9,49013

Post – test 2

	C	O	V	LU	M	Score	Total
N Valid	26	26	26	26	26	26	26
Missing	0	0	0	0	0	0	0
Mean	3,5000	3,1731	3,2115	2,8269	2,7885	15,5000	77,5000
Std. Deviation	,48990	,50877	,37876	,56466	,63519	1,55563	7,77817

Rater 2

Pre – test

	C	O	V	LU	M	Score	Total
N Valid	26	26	26	26	26	26	26
Missing	0	0	0	0	0	0	0
Mean	2,3269	2,0769	1,8654	1,6731	2,0000	9,9423	49,7115
Std. Deviation	,56466	,52330	,79445	,58210	,50990	2,47922	12,39611

Post – test 1

	C	O	V	LU	M	Score	Total
N Valid	25	25	25	25	25	25	25
Missing	1	1	1	1	1	1	1
Mean	3,2200	2,8400	2,7200	2,4000	2,6400	13,8200	69,1000
Std. Deviation	,61373	,57228	,56051	,54006	,42131	1,81934	9,09670

Post – test 2

	C	O	V	LU	M	Score	Total
N Valid	26	26	26	26	26	26	26
Missing	0	0	0	0	0	0	0
Mean	3,5577	3,1538	3,1923	2,7500	2,7115	15,3462	76,7308
Std. Deviation	,53529	,48516	,40192	,58737	,56874	1,58600	7,92998

Paired-Sample Statistic – Pre – test and Cycle 1

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 1	Pre – test	48.36	26	13.56
	Cycle 1	67.70	26	9.49

Paired-Sample Statistic – Post – test 1 and Post – test 2

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 2	Post – test 1	67.70	26	9.49
	Post – test 2	77.50	26	7.78

Paired-Samples Statistics – Pre – test and Post – test 2

Paired Samples Statistics				
		Mean	N	Std. Deviation
Pair 3	Pre – test	48.36	26	13.56
	Post – test 2	77.50	26	7.78

Appendix 9

Attendance List

ATTENDANCE LIST

No.	Student Number	NAME	DATE				
			09/11	13/11	16/11	20/11	23/11
1	2326	ADITYA NUR KURNIAWAN	√	√	√	√	√
2	2291	ADVENTIAN YUDHA PRATAMA	√	√	√	√	√
3	2327	AFIFAH KUSUMA HUTAMI	√	√	√	√	√
4	2292	AGRIP NUR AYUBI	√	√	√	√	√
5	2331	ANIK SAFITRI	√	√	√	√	√
6	2259	ANISSA FITRI SHOLIAH	√	√	√	√	√
7	2260	ANJASWARI EMAS	√	√	√	√	√
8	2261	ANNISA AMALIA RIZKI	√	√	√	√	√
9	2334	AVINNY MEIDIANA	√	√	√	√	√
10	2263	DESTA RIYAN UTAMI	√	√	√	√	√
11	2339	DESYANA WULANDARI	√	√	√	√	√
12	2264	DIAN KURNIAWAN	√	√	I	√	√
13	2265	DIMAS SATRIA BIMA	√	√	√	√	√
14	2303	ELMITA ADHI FATHORINI	√	√	√	√	√
15	2340	ELYN KURNIAWATI	√	√	√	√	√
16	2304	FEBRINA NUR FITRI	√	√	√	√	√
17	2267	FITRI ROCHMANA	√	√	√	√	√
18	2270	KHAIRUNNISA FEBRIANTY SIHONO	√	√	√	√	√
19	2271	LAELA NURLITA	√	√	√	√	√
20	2273	LOUDIA MAHARTIKA	√	√	√	√	√
21	2309	LUCIA HASTIWI	√	√	√	√	√
22	2275	MUHAMMAD ALIF ABU HANIF AS SIDIQ	√	√	√	√	√
23	2349	MUHAMMAD FIRSTO BENEDIO	√	√	√	√	√
24	2354	RENALDO WISANGSAPUTRO	√	√	√	√	√
25	2320	VINCENTI SERLINTA PUTRI	√	√	√	√	√
26	2322	YOHANNES ALEXANDER PUTRA KRISNA	√	√	√	√	√

Keterangan:

S : sakit

I : ijin

A : masuk tanpa alasan

Appendix 10

Photographs

PHOTOGRAPHS



The researcher interviewed the students.



The researcher interviewed the teacher.



The researcher explained the materials in front of the class while the collaborator observed in the back of the class.



The researcher explained the materials in front of the class.



The researcher answered the student's question when he walked around the class.



The students did the task in pairs.



The students did the post – test individually.



The students collected their works to the researcher.

Appendix 11

Research Permits